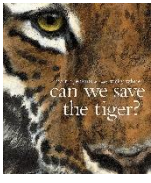
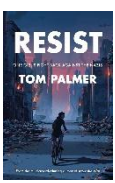
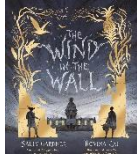
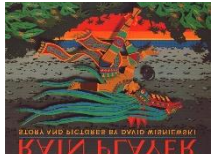
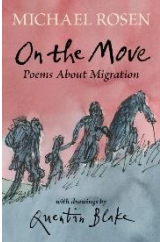
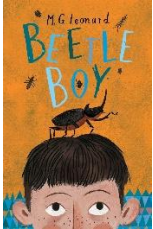
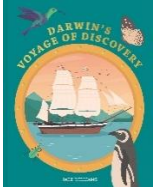
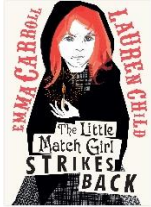
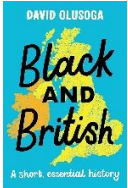
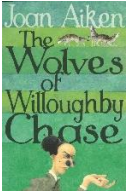
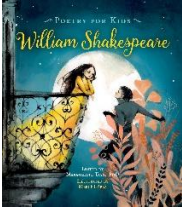
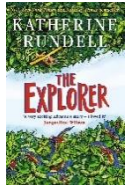
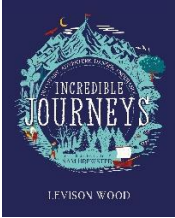
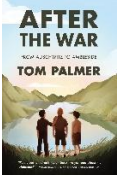


Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Journey & Migration	Theme: Evolution & Inheritance	Theme: Protest and Activism	Theme: Utopia vs Dystopia	Theme: Fate vs Free Will	Theme: Crossing Borders
 	 	 	 	 	 
<i>The Arrival</i> – Shaun Tan <i>Leila and the Blue Fox</i> –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

GPS Outcomes					
• Recognising vocabulary and structures that are appropriate for formal speech and writing, including 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 beginning with who, which, where, when, whose, that • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of commas to clarify meaning or avoid ambiguity • 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] • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, the use of question tags: He's your	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • 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] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • 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] • How words are related by meaning as synonyms • 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	• Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example,	Develop their understanding of the concepts set out in English Appendix 2: • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y5) • 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)] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • 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) • 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] • Brackets, dashes or commas to indicate parenthesis • Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]	• Develop their understanding of the concepts set out in English appendix 2 by: • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Learning the grammar for years 5 and 6 in English appendix 2 • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading • 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	• Using expanded noun phrases to convey complicated information concisely • Using adverbs to indicate degrees of possibility • Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Using expanded noun phrases to convey complicated information concisely • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

• 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] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] • 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)] • 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 • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	- 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] • 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 • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover] • Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up] • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with	- perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • 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] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • 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] • 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?] • 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	• 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] • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Brackets, dashes or commas to indicate parenthesis • 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)] • 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] • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses	• Using modal verbs or adverbs to indicate degrees of possibility • Linking ideas across paragraphs using adverbials of time [for example, later] • 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] • 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?] • 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 • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the colon to introduce a list and use of semi-colons within lists • 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)]	
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	an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		[for example, It's raining; I'm fed up]		
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Whole Class Guided Reading Texts					
 <i>On The Move: Poems about Migration – Michael Rosen</i>  <i>Fly Me Home – Polly Ho-Yen</i>	 <i>Beetle Boy – M.G Leonard</i>  <i>Darwin's Voyage of Discovery – Jake Williams</i>	 <i>The Little Match Girl Strikes Back – Lauren Child</i>  <i>Black and British: a Short, Essential History – David Olusoga</i>	<i>Poems:</i> <i>Caged Bird – Maya Angelou</i> <i>I, Too – Langston Hughes</i>  <i>The Wolves of Willoughby- Joan Aiken</i>	 <i>Poetry for kids: William Shakespeare illustrated edition – William Shakespeare</i>  <i>The Explorer – Katherine Rundell</i>	 <i>Incredible Journeys – Levison Wood</i>  <i>After the War: From Auschwitz to Ambleside – Tom Palmer</i>