

Year 6 2021-22	Autumn Term		Spring Term		Summer Term	
<p>Suggested Text</p>	<p>Boy Underwater (<i>Adam Baron</i>)</p> <p>Picturebooks linked to Space – <i>Zathura</i> (<i>Chris Van Allsburg</i>) and <i>Mousetronaut</i> (<i>Mark Kelly</i>)</p> <p>Picturebook linked to Other Worlds – <i>The Arrival</i> (<i>Shaun Tan</i>)</p>	<p>Picturebooks linked to Second World War –</p> <p><i>Peter in Peril</i> (<i>Helen Bate</i>)</p> <p><i>The Lion and the Unicorn</i> (<i>Shirley Hughes</i>)</p> <p>Class novel to read – <i>Blitzcat</i> (<i>Robert Westall</i>) or <i>The Amazing Story of Adolphus Tips</i> (<i>Michael Morpurgo</i>) or <i>When We Were Warriors</i> (<i>Emma Carroll</i>)</p>	<p>Skellig (<i>David Almond</i>)</p>	<p>Picturebooks – <i>Farther</i> (<i>Grahame Baker-Smith</i>)</p> <p><i>The Mysteries of Harris Burdick</i> (<i>Chris Van Allsburg</i>)</p> <p><i>Night of the Gargoyles</i> (<i>Eve Bunting</i>)</p>	<p>Rooftoppers (<i>Katherine Rundell</i>)</p> <p>Picturebook – <i>Way Home</i> (<i>Gregory Rogers</i>)</p>	<p>Romeo and Juliet and Poetry</p> <p>The Highwayman (<i>Alfred Noyes</i>)</p>
<p>Writing</p> <p>Focus on audience, purpose and form</p>	<p>Poetry</p> <p>Predicting</p> <p>Character Profile</p> <p>Evidence/justifying</p> <p>Diary</p> <p>Letter</p> <p>Perception vs Reality</p> <p>Comparing/Contrasting</p> <p>YouTube video in character</p> <p>Flashback</p> <p>Narrative – including dialogue</p> <p>Debate</p> <p>Review</p> <p>Setting description</p> <p>Diary</p>	<p>Debate</p> <p>Review</p> <p>Diary</p> <p>Letter</p> <p>Non-Chronological</p> <p>Report</p>	<p>Playscript</p> <p>Letters</p> <p>Diaries</p> <p>Descriptive writing</p> <p>Creative writing of alternative scenes</p> <p>Character description</p> <p>Dialogue</p> <p>Persuasion</p>	<p>Settings and characters</p> <p>Narrative – what happens next?</p> <p>Reviews</p> <p>Playscript</p> <p>Newspaper Report</p> <p>Diaries</p> <p>Letters</p> <p>Interpretations</p> <p>Debate – which to keep and why?</p>	<p>Biography</p> <p>Narrative</p> <p>Settings and Characters</p> <p>Newspaper report</p> <p>Persuasion</p> <p>Letters</p> <p>Diaries</p> <p>Dialogue</p> <p>Review</p> <p>Interpretations</p>	<p>Performance</p> <p>Playscripts</p> <p>Character studies</p> <p>Haikus (link to Japan)</p>

	<p>Letter</p> <p>Interpretation</p> <p>Debate</p> <p>Review</p> <p>Playscript</p> <p>Setting description</p>					
<p>Reading</p> <p><i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</i></p>	<p>Word Reading</p> <ul style="list-style-type: none"> reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. determines meaning of new words by applying knowledge of root words, suffixes and prefixes. demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. 	<p>Comprehension</p> <ul style="list-style-type: none"> recognises reoccurring themes and conventions across a range of texts. participates actively in discussion about books. discusses how authors use language, including figurative language and how this impacts on the reader. summarises main idea from more than one paragraph. uses elements taken from reading in own writing. 	<p>Word Reading</p> <ul style="list-style-type: none"> reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. determines meaning of new words by applying knowledge of root words, suffixes and prefixes. demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. 	<p>Comprehension</p> <ul style="list-style-type: none"> retrieves information effectively using organisational features. records and presents information from non-fiction texts. identifies how punctuation is used for impact and effect. recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects. distinguishes between statements of fact and opinion; and in non-fiction. discusses and evaluates author's use of language and its impact on the reader. explains author's organisation of a text. asks questions to enhance understanding of the text. 	<p>Word Reading</p> <ul style="list-style-type: none"> reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. determines meaning of new words by applying knowledge of root words, suffixes and prefixes. demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. 	<p>Comprehension</p> <ul style="list-style-type: none"> demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions). recommends books to others based on own reading preferences, giving reasons for choice. knows a wide range of poetry by heart. explains how language, structure, and presentation, can contribute to the meaning of a text. identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. comments on how language, including figurative language, is used to contribute to meaning.

						<ul style="list-style-type: none"> • makes comparisons within and across different texts. • draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • makes predictions based on details stated and implied. • identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. • expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. • explains and discusses understanding of what has been read, including through formal presentations and debates.
<p>G&P</p> <p>Taken from James Clements and Carol Gater documents</p>	<p><u>Consolidation/non-negotiables: -</u> Correct punctuation – sentences, ABC . , ! ? “ ” commas in lists, proper nouns, speech, apostrophes Expanded noun phrase with precis phrases Fronted adverbials Tenses: past, present Subject/tense/verb agreement Correct use of pronouns Adverbs, prepositions and wide range of conjunctions used correctly</p>	<p><u>New Learning: -</u> Relative clauses (who, which, where, when, whose) Adverbs of possibility (perhaps) Modal verbs (might, should, will, must) Adverbials of time (later, nearby, secondly) Describes settings, character, atmosphere and dialogue Speech (punctuated correctly) Uses headings, columns, bullet points and underlining Punctuation () : - Commas to clarify meaning Passive tense Subjunctive Precis longer passages Paragraphs – links ideas across e.g. adverbials/on the other hand</p>				

<p>Spelling</p> <p>Taken from Assessing Without Levels document</p>	<p>Uses a thesaurus. Words containing the letter-string <i>ough</i>.</p>	<p>Words with the /ee/ sound spelt <i>ei</i> after <i>c</i>. Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>). Verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>).</p>	<p>Spells some words from the National Curriculum word list for Years 5 and 6. Uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Words ending in <i>-able</i> and <i>-ible</i>. Words ending in <i>-ably</i> and <i>-ibly</i>.</p>
<p>Handwriting</p>	<p>Writes legibly, fluently and with increasing speed. Chooses the writing implement best suited to task. Chooses the right style for the purpose.</p>		
<p>Re-read and proof-read</p>	<p>Identifies audience and purpose, selecting appropriate form. Notes and develops ideas, drawing on reading and research. Build cohesion within and across paragraphs. Proof reads for spelling and punctuation errors.</p>		
<p>Word list</p>	<p>YEAR 1 COMMON EXCEPTION WORDS</p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</p>	<p>YEAR 2 COMMON EXCEPTION WORDS</p> <p>door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas</p>	
<p>Word list</p>	<p>YEAR 3/4 WORDS</p> <p>accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>		
<p>Word list</p>	<p>YEAR 5/6 WORDS</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice</p>		

	secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
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