

	Autumn Digging Up The Past 		Spring This is so Extreme! 		Summer All About the Aztecs 	
Core Texts	The Lighthouse – Literacy Shed video	Information about Martin Luther King	Story Like the Wind - Gill Lewis	The Great Mousehole Cat – Antonia Barber	The Mysteries of Harris Burdick - Chris Van Allsburg	Aztec Myth – How the Music came to Earth
	The Giant’s Necklace – Michael Morpurgo	The Story of Martin Luther King Jr – A Biography – Christine Platt Information about chosen flower (art link) Information about Anglo Saxons and Vikings So You Think You've Got It Bad? A Kid's Life as a Viking- Chae Strathie Viking Voyagers - Jack Tite The Genius of the Anglo Saxons – Izzy Howell Anglo Saxons – Neil Tonge	Creative Writing – based on a photo Shackleton’s Journey – William Grill Literacy Shed Video – The One for All	Newspaper articles – weather, The great Storm Information about Greta Thunberg Greta and the Giants – Zoe Tucker Earth Heroes – Lily Dyu National Geographic – Extreme Weather Earthshattering Events!: The Science Behind Natural Disasters - Sophie Williams	The Arrival - Shaun Tan So You Think You’ve Got it Bad? A Kid’s Life in the Aztec Age – Chae Strathie History in infographics- The Maya – Jon Richards DKFind Out! Mayas, Incas, Aztecs - DK	

		Beowulf – various versions				
Core writing outcomes	<p>Non-fiction Non Chronological report – about chosen flower</p> <ul style="list-style-type: none"> • <i>Using further organisational and presentational devices to structure texts and guide the reader</i> <p>Fiction Diary – giant's necklace</p> <ul style="list-style-type: none"> • <i>Predicting what might happen from details stated and implied</i> • <i>Further developing their knowledge and understanding of conventions of writing such as the use of first person in writing diaries and autobiographies</i> <p>Non-fiction Letter writing – informal and formal (remembrance)</p> <ul style="list-style-type: none"> • <i>Beginning to understand how writers using organisation and presentational devices</i> 	<p>Fiction Alternative ending to The Giant's Necklace</p> <ul style="list-style-type: none"> • <i>Selecting the appropriate form and using other similar writing as models for their own</i> <p>Non-fiction Non chronological report about non violent protests (MLK)</p> <ul style="list-style-type: none"> • <i>Distinguishing between statements of fact and opinion</i> 	<p>Fiction Creative Writing – choose own genre</p> <p>Shackleton choice of genres – newspaper articles reporting on events/diary of Shackleton or another crew member/stream of informal letters</p> <ul style="list-style-type: none"> • <i>Using passive verbs to affect the presentation of information within a sentence</i> • <i>Using a wide range of devices to build cohesion within and across paragraphs</i> • <i>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations etc</i> • <i>Confidently explain their understanding of increasingly complex texts</i> • <i>Discuss and evaluate how authors use</i> 	<p>Non-fiction Alternative to newspaper report (e.g. blog, webpage)</p> <p>- The Great Storm 1987</p> <p>Non-fiction Persuasive writing</p> <p>Speech in the style of Greta Thunberg, record and perform speeches using i-pads</p> <ul style="list-style-type: none"> • <i>Applying and using effectively their understanding of the use of formal or informal language structures for different genres</i> • <i>Consistent use of tense through a piece of writing</i> • <i>Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms</i> • <i>Explaining and discussing their understanding of what they have read,</i> 	<p>Encouraging genre choices</p> <p>Writing from one person's point of view when different people have different experiences of the same event</p> <ul style="list-style-type: none"> • <i>Drawing on wider reading and performances to inform development of setting and character in narratives</i> • <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action</i> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes within a text and across more than one text</i> • <i>Making comparisons within and across books including of</i> 	<p>Fiction Retelling an Aztec myth</p> <p>Fiction Aztec informal conversation writing (e.g. text conversation)</p> <ul style="list-style-type: none"> • <i>Using further organisational and presentational devices to structure texts and guide the reader</i> • <i>Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts</i> <p>Non-fiction Autobiography</p> <ul style="list-style-type: none"> • <i>Distinguishing between the language of speech and writing and choosing the appropriate register</i> • <i>Further developing their knowledge and understanding of conventions of different types of</i>



	<i>to create their own voice and influence the reader</i>		<i>language to create meaning and impact on the reader</i> Fiction Biography writing – focus on possessive pronouns and formal writing <i>•Selecting appropriate grammar and vocabulary which show their understanding of how such choices can change and enhance meaning</i> <i>•Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with textual evidence, quotations etc</i>	<i>including through formal presentations and debates</i> <i>•Using relevant textual reference and/or quotation to support views</i> Non-fiction – extreme weather. Write and record a weather report (TV/web) <i>•Using appropriate vocabulary and structures for formal speech and writing, including subjunctive forms</i>	<i>characters, settings and themes</i>	<i>writing such as the use of first person in writing diaries and autobiographies</i>
The craft of writing Editing Other writing activities <i>In the research, planning drafting and editing, children will refine their ability to reflect on and make</i>	Fiction Picture stimulus narrative writing Fiction Character description (The Lighthouse) Fiction Newspaper article (the Lighthouse) Setting description (Giant's Necklace)	Non-fiction Informative writing about how fossils are formed Non-fiction Viking research – questions and answers <i>•Recognising and identifying themes in a wider range of writing</i>	Note taking	Non-fiction Informative writing about Greta Thunberg	<i>•Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar</i>	Fiction Picture stimulus shared writing

<i>changes to enhance the effectiveness of their writing.</i>	Inverted commas – dialogue between characters (Giant’s Necklace)					
Oracy (Speaking, Listening and Drama)	Guided reading link (Holes)	Freeze Frames (RE link) Oral rehearsal of dialogue between characters Rewrite Christmas songs, record and perform		Performing speeches Perform weather report	Year 6 school production performance • <i>Preparing plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</i>	Year 6 school production performance Share autobiographies
Poetry (analyse, create, perform)	The Lost Words - Robert Macfarlane Free verse poetry – personification • <i>Creating and performing poetry</i> • <i>Discuss a wide range of poetry</i> • <i>Prepare poems to read aloud, showing understanding through tone, intonation and volume so meaning is clear to the audience</i> • <i>In their selections of vocabulary and grammar, demonstrating an</i>	Performance poetry • <i>Learning a wide range of poetry by heart</i> • <i>Creating and performing poetry</i> • <i>Learn a range of poetry by heart</i>	Ballad poetry - Shackleton’s journey Rhyming couplets - Poetry based on extreme landscapes Figurative devices • <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes</i>	The Storm (from read, write, perform) Personification focus • <i>Performing their own compositions using appropriate intonation, volume and movement so that the meaning is clear</i> • <i>Considering different accounts of the same event and discussing/explaining viewpoints/purposes</i>	Ottava Rima poetry – based on Aztecs • <i>In selections of vocabulary and grammar, demonstrate an understanding of how these choices can change and enhance meaning for the audience</i> • <i>Select the appropriate form and use other similar writing as models for their own</i> • <i>Prepare poems to read aloud, showing understanding through tone, intonation and</i>	Performance poetry • <i>Prepare poems to read aloud, showing understanding through tone, intonation and volume so meaning is clear to the audience</i>



	<i>understanding of how these choices can change and enhance meaning for the audience</i>		<i>•Select the appropriate form and use other similar writing as models for their own</i>		<i>volume so meaning is clear to the audience</i>	
Reading spine		The Saga of Erik the Viking - Terry Jones		The Weekly - magazines		
Guided Reading	Holes – Louis Sachar	Skellig – David Almond	Skellig – David Almond	Floodlands - Marcus Sedgewick The Final Year – Matt Goodfellow	SATS style texts and questions	
Grammar and punctuation	Revision of: - <ul style="list-style-type: none"> • Full stops and capital letters • Main/independent clauses • Coordinating and sub coordinating conjunctions • Nouns, adjectives and verbs • Plurals and apostrophes • Formal and informal styles of writing • Synonyms and antonyms • Commas • Similes and metaphors • Colons for lists • Semi colons within list • Adverbials and prepositions • Recapping sentences • Paragraphs and cohesion • Bullet points, subheadings, columns (cohesive devices) • Subject, object, verb 		Revision of: - <ul style="list-style-type: none"> • Determiners, nouns, adjectives and verbs • Modal verbs • Commas • Parenthesis • Semi colons and apostrophes • Plural possessions • Statement, command, explanation, question • Passive and active • Ellipsis • Hyphens 		<ul style="list-style-type: none"> • Progressive and perfect • Subjunctive form • Revision 	



Spelling 	<ul style="list-style-type: none"> • Words ending -able -ably -ible -ibly • Adding suffixes beginning with vowels to words words ending in -fer (refer, prefer) • Proof reading in smaller chunks 	<ul style="list-style-type: none"> • Homophones ce/se -cious and – tious word ending (cautious, precious) • Spelling strategies 	<ul style="list-style-type: none"> • ough words • spelling strategies • words ending -cial -tial 	<ul style="list-style-type: none"> • Spelling strategies • Homophones • Generating words from prefixes and roots 	<ul style="list-style-type: none"> • Spelling strategies • Words ending -ant -ance -ancy • Proof reading own writing independently • Root words and meaning 	<ul style="list-style-type: none"> • Spelling strategies • Words ending -ent, -ence, -ency • Homophones • Spelling strategies – commonly misspelt homophones
Handwriting 	<ul style="list-style-type: none"> • Children should be able to write legibly and fluently and with increasing speed. • They should choose which shape of letter to use when given choices and decide whether or not to join specific letters. • They should choose the writing implement that is best suited for the task. 					