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|  | **Autumn Term** |  | **Spring Term** |  | **Summer Term** |
| Class Books(Pie Corbett Reading Spine and Page Turners) | Pig Heart Boy – Autumn 1The Last Post – Keith CampionFriend or Foe – Michael Morpurgo |  | Titanic extracts and newspaper accountsSecrets of a Sun King – Emma Carol |  | Darwin’s Dragon - Lindsey GalvinFall off and get back on again – Clare Balding |
| **READING** |  |  |  |  |
| **TOPIC** | **Autumn 1 – Blood Heart** | **Autumn 2 – Fallen Fields & A Child’s War** |  | **Spring 1 – Frozen Kingdom** | **Spring 1 – Pharaohs** |  | **Summer – Darwin’s Delights** |
| Books/extracts in whole class/guided reading linked to Topic | * Blood Heart Knowledge Organiser
* Dr William Harvey Biography

Non-Topic* Text: Room 13 (Chapter 1) by Robert Swindells
* Teatime for Tyler Fiction from Year 6 Reading Explorers Page 29
* GDS/EXS intervention extracts
 | * Fallen Fields Knowledge Organiser
* A Child’s War Knowledge Organiser
* Mother’s Diary Fictional Recount from Cornerstones Fallen Fields
* Diary of Anne Frank
* The Christmas Truce (Recount) Literacy Shed Film Unit

Non-Topic* Strike at the Workshop (Play Script)
* GDS/EXS intervention extracts
 |  | * Frozen Kingdom Knowledge Organsier
* Titanic extracts

Non-Topic* Blackbird (Narrative Recount)
* GDS/EXS intervention extracts
 | * Pharaoh’s Knowledge Organiser
* Mystery Source
* Tutankhamun Extra Infor

Non-Topic* Achieve 100 SATs Revision texts
* GDS/EXS intervention extracts
 |  | * Darwin Knowledge Organiser
* Darwin’s Journals

Non-TopicAchieve 100 SATs Revision texts |
| Poetry, e.g., riddles | * Shape poems

Non-Topic* I am who I am Poem from Year 6 Reading Explorers Page 39
 | * In Flanders Fields – John McCrae
* Dulce De Decorum Est – Wilfred Owen
* The Soldier – Rupert Brooke
* WW1 poetry
 |  | * Haiku poems linked to the Arctic/Northern Lights

Non-Topic* Silence Descriptive Poem
 | Non-Topic* The Launch (Poem)
 |  | Poetry for end of year production |
| Other Stimulus e.g. visual literacy, videos, pictures | * Pig Heart Boy Film https://vimeo.com/ 171071874
 | * Anne Frank Film https://www.youtube.com/watch?v=hLylRfUbiEE
* War Horse Film
* Rabbit in Flanders Fields
 |  | * Titanic clips
 | * Original film footage of Howard Carter discovering Tutankhamun’s tomb in 1922 https://www.youtube.com/watch?v =7ZWB5-aXMXQ
* Pictures of artefacts
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| **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fiction or Non-Fiction | Non-Fiction | Non-Fiction | Fiction | Poetry | Non-Fiction | Fiction |  | Non-Fiction | Fiction | Non-Fiction | Non-Fiction | Fiction |  | Non-Fiction |
| Cold Task | Baseline assessment for Y6 writing – assess to the TAF | N/A | N/A | N/A | N/A | N/A |  | N/A | N/A | N/A | N/A | N/A |  | N/A |
| Model Text | N/A (Y6 residential, PIXL tests and baseline) | Persuasive letter to give blood. | Narrative:WW1 Setting Description | Shape poetry on Blood HeartAnthem for the doomed youth poemAttach & two minute silence. | Evacuee Diary (based on Anne Frank) | WW2 narrative |  | How did the Kegworth Air Disaster occur? | After the Blizzard… | Newspaper report of Tut in murder mystery | How to make a decent Victoria sponge, How to make perfect pancakes | The Museum Visit narrative |  | Darwin’s scientific journals. Should animals be used for work? |
| Story/Text Type/Genre | N/A | Persuasive Letter | Narrative: WW1 Setting Description | Poetry | Diary (Recount) | Narrative: WW2 |  | Explanation | Narrative: change tale | Newspaper Report | Instructions  | Narrative: Finding Tale |  | Darwin Journal | Discussion text |
| Hot Task Outcome & Suggested Level of Innovation |  | Persuasive letter to Prime Minister | WW1 Setting Description | Shape poems on Blood Heart | Anne Frank Diary | WW2 Narrative |  | How did the Titanic Disaster occur? | After the Blizzard… | King Tut in Murder Mystery | How to mummify a body | The Museum Visit |  | Journal entry of a specimen | Should Scientists be allowed to take an animal away from its natural habitat? |

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| **KNOWLEDGE AND SKILLS****Focus /Toolkit** |
|  | **Typical Structural Features** | **Typical Language Features** |
| **Persuasive letter** | Structurally cohesive…* Title and subheadings
* Introduction/opening (introduces reader to the subject can be linked)
* Chunks of information, logically organised possibly with bullet points, lists, diagrams, etc.
* Paragraphs usually beginning with topic sentences and logically flow between each other
* Conclusion that makes a final point
* Layout of a letter
 | * Varied sentence openers (Amazing, encouragingly)
* Conjunctions (furthermore, also, moreover)
* Communicates information succinctly and accurately
* Formal language
* First person
* Subject specific vocabulary
* Rhetorical questions & modal verbs to hook reader
* Add in alternative points (However, on the other hand)
* Factual
* Generalisers (They, it, some, many, most, a few, the majority)
* Adverbs and adjectives for additional detail and descriptions, including comparisons (similar to, unlike, identical to, related to)
* Persuasive language to engage the reader
 |
| **Narrative** **WW1 Setting Description** | Structurally cohesive…* Title
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Structure the setting in three parts – Trenches, Going over the top, No-man’s Land
* Concluding sentence to make the audience want to read on.
 | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
* Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed).
 |
| **Diary (recount)** | * Set out a diary entry
* Often chronologically organised.
* Can contain subheadings, diagrams, illustrations, captions, etc.
 | * Succinct overview introduction
* Factual, informative and engaging
* Sequential description of significant events
* Sometimes opinions given of others and/or writer.
* Summative/evaluative conclusion.
* Use of the past tenses
* Topic sentences and cohesive devices to link paragraphs together.
 |
| **Narrative – Warning Tale** | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.
* Concluding sentence to make the audience want to read on.
 | **Opening:** Two main characters warned not to do something.**Build-Up:** Set off in spite of warningThey are tempted (one may be reluctant but gets dragged along)They do what they have been warned against.**Problem:** Something goes wrong and they are in deep troubleOne gets free and goes for helpThe other waits, desperately**Resolution:** They are rescued and told off for breaking warning**Ending:** Characters consider the consequences of their actions Have they been taught a lesson? Have their characters changed? | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
* Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed).
 |
| **Explanation** | * Title
* Intro often has a hook & a general, clarifying statement about what is to be explained
* Logically and sequentially ordered
* Paragraphs usually beginning with a topic sentence.
* Can have diagrams/subheadings.
* Summative paragraph that often includes an interesting fact.
 | * Formal language.
* Cause and effect!
* Causal phrases and conjunctions clarify and explain what results from certain actions.
* Any technical language used should be in context and explained if necessary (depending on audience).
* Generalisation
* Tentative language to refer to unproven theories
 |
| **Narrative – Change Tale** | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.
* Concluding sentence to make the audience want to read on.
 | **Opening:** MC is in a poor situation**Build-Up:** MC sets off to do something or go somewhere, seeking help**Problem:** MC comes across someone else who needs help**Resolution:** Despite the disadvantage, MC helps**Ending:** MC usually rewarded – the original problem is solved | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
* Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed).
 |
| **Newspaper Report** | Structurally cohesive…* Title and subheadings
* Introduction/opening (introduces reader to the subject can be linked)
* Chunks of information, logically organised possibly with bullet points, lists, diagrams, etc.
* Paragraphs usually beginning with topic sentences and logically flow between each other
* Conclusion that makes a final ‘amazing’ point or relates the subject to the reader
* Diagrams and captions to support main points
 | * Varied sentence openers (Amazing, encouragingly)
* Sentence sign posts to add information (furthermore, also, moreover)
* Communicates information succinctly and accurately
* Usually quite formal
* Often past tense and third person
* Subject specific vocabulary
* Rhetorical questions & modal verbs to hook reader
* Add in alternative points (However, on the other hand)
* Factual
* Generalisers (They, it, some, many, most, a few, the majority)
* Quotes
* Adverbs and adjectives for additional detail and descriptions, including comparisons (similar to, unlike, identical to, related to)
 |
| **Instructions** | Structurally cohesive and should enable clarity and accuracy* Title
* Introduction/opening (introduces what the instructions are for and why they might be necessary – outlines end goal)
* Conclusion which can add any extra points, reminders, warnings or encouragement to the reader.
* Bullet and numbered points
* Logically ordered and set out – use of subheadings
* Diagrams with captions
* What you will need/do:
* Lists
* Additional/helpful information.
 | * Should aid accuracy and clarity
* Sequen8al language e.g. temporal signposts (first, next, then) and/or numbers, bullets or letters to show the order that the steps are to be taken.
* Imperative verbs (turn, push, bake, catch)
* Some short sentences
* Precise language
* Fairly formal as reader may be unknown
* Adjectives, adverbs or specific additional information used to aid clarity.
* Persuasive devices within the introduction
* Commas used when writing a list of ingredients or equipment.
* Semi-colons when it is a detailed list.
* Colons to introduce lists
* Subject specific and technical language

Element of persuasive language within the introduction |
| **Narrative – Finding Tale** | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.

Concluding sentence to make the audience want to read on. | **Opening:** Introduce the MC**Build-Up:** MC goes somewhere and findsSomething unusual/amazing/ important**Problem:** Something goes wrong and it is thefault of the object found**Resolution:** MC has to put object back/throw it away/hide it/call for help/sort it out**Ending:** All is well again and lessons have been learnt. | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
* Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed).
 |
| **Discussion** | * Title
* Intro often provides context and expands on the main issue for discussion.
* Logically ordered - All FOR points and then all AGAINST points or alternating For/Against etc.
* Summative conclusions which prompts the reader to decide.
 | * Often uses language features to engage a reader e.g. rhetorical question.
* Generalisers – ‘Many…’ ‘The vast majority…’ ‘A few…’
* Modal verbs – we may see… we could find… It will mean…
* Active & passive voice – direct speech through quotations may be used.
* Subjunctive: If they were to continue…
* Factual
* Coordinating & subordinating conjunctions used to link similar ideas and oppose.
 |