

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Stories with flashbacks Poetry	6	Autumn	14 weeks
Autumn 1				
<p>NC skills explored in this topic.</p> <p>Spoken language:</p> <ul style="list-style-type: none"> • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Provide reasoned justifications for views <p>Writing Composition:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meanings • Use consistent and correct tense • Proof-read for spelling and punctuation errors 				
Duration	Resource, Genre and purpose	Learning intentions.		
4 Weeks	<p>Text: Star of Hope</p> <p>Resource: Pathways</p>	<p>Overview Flashback story</p>		

	<p>Genre: Narrative</p> <p>Purpose for Writing: To entertain/inform</p>	<p>Writing outcome: To write a story with a flashback from another character's point of view.</p> <p>Greater depth writing outcome: To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account</p> <p>Additional writing opportunity: Write a non-chronological report to link with topic work on World Wars, conflict, refugees.</p>	
<p>RWI Spelling patterns linked to unit.</p> <ul style="list-style-type: none"> • Suffixes (1) • Suffixes (2) • Suffixes (3) 	<p>NC vocabulary linked to unit.</p> <p>Aggressive, cemetery, convenient, desperate, immediately, necessary, neighbour, occupy, prejudice, queue, recognise, restaurant sacrifice, solider, symbol.</p>	<p>Ambitious Vocabulary linked to unit.</p> <p>Fiction benevolence, compassion, angst, authority conflict, dispute, timidly, impounding, invading, Jewish, holocaust, Nazi, apartment, thread, madame, monsieur.</p>	
<p>Cycle 1, Week 1</p>	<p>Viper reading focus (vocabulary and retrieval) Using the theme of WW2 'The Silver Sword' using the Mark Smith materials.</p> <p>Skill – To describe settings, characters and atmosphere. (Session 1/2 Pathways) From session 1 provide the children with images from the WW2 and a list of vocabulary. Children select images to add to the vocabulary. Use quotes from the story to predict the text. Explore how the tense changes and show the idea of a flash back story. From the first image and text on page 1 children describe the characters and make predictions about what they think will happen in the story.</p> <p>Skill– To use expanded noun phrases to convey complicated information concisely (Session 3 Pathways) Explore the café scene, what do we know about Helen's parents? Explore images and what might we add in speech bubbles? Write a description of</p>		

Cycle 1, Week 2.

the scene using expanded noun phrases to describe the atmosphere in the café.

Day 4 - Skill – To use expanded noun phrases to convey complicated information concisely (Session 4 Pathways)

From page 5 explore the character's feelings thinking about the zone of relevance. What effect is the writer trying to create? Use a feature keys together for writing a narrative where the character fell fear (short sentences, use of questions, description of senses, expanded noun phrases, viewpoints in brackets, dialogue) Model writing a diary entry from the viewpoint of Helen. Children write a diary entry.

Day 5 - Skill – To link ideas across paragraphs using cohesive devices. (session 5 Pathways)

Continue with the story for the next two pages. Explore dialogue between characters and how cohesive devices are used to link ideas. Read to the end of page 7. 'But Lydia wasn't looking at me. She was staring at the yellow star on Madam Eleven O'clock's coat.' From the viewpoint of Lydia write the next event in the story using cohesion to link ideas.

Viper reading focus (Vocabulary and Inference)

Shared teach Diary of Anne Frank. Then use the text Virginia Hall: WW2 Spy.

Skill: To use passive verbs (Session 6 Pathways)

Reread where Helen's Dad brought back Mrs Keller. Explore characters reactions and the language, how can we change these sentences from active to passive. Children write Helen's recount of the strange evening, applying cohesive devices.

Plan: To plan a narrative in 3rd person. (Session 7 Pathways)

Read to the top of the page 'You're not my friend anymore' Discuss the feelings of the characters and how the argument between the girls has developed. Explore what should happen next. Recap on the cohesive devices. Thinking about writing the events of the story so far as a narrative in 3rd person, what cohesive devices could be used. Plan to write from Lydia's point of view in 3rd person exploring the anxiety and guilt. Include vocabulary.

Write – To write a narrative in 3rd person (Session 7 Pathways)

Continue from planning writing from Lydia's POV in 3rd person.

**Cycle 2, Week
3**

Edit – Explore how we can use dialogue to advance the action in a narrative. Identify some of the dialogue between the two characters. Now use ideas of the dialogue to edit writing ensuring that the dialogue is moving the story forward.

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Described setting, character ad atmosphere?
- ☑Used expanded noun phrases?
- ☑Used cohesive devices?
- ☑Used passive verbs?
- ☑Written in 3rd person?
- Used dialogue to advance the action?

Vipers (vocabulary and retrieval)

Women at War shared text, then ‘The Evacuee poem.

Skill: To use passive voice (Session 8 Pathways)

Continue with the next two pages. Explore how the author uses dialogue to move action forward. How is the passive voice used in the story to show that Jews were powerless? Using the picture of the people queuing. Explore writing a description about the image using the passive voice so that it emphasis is on the actions being done to the Jews.

Children zoom in on a character in the queue. Think about what might have happened to the character the day before. Using the past tense and passive voice write a description of what has been done to the character, remind the children not to give the character a name.

Skill: To use expanded noun phrases (Session 9 Pathways)

Show the images from the story Erkia’s Story. Provide the children with the images and ask them to infer what they see, write an expanded noun phrase for each image really focusing in on items in the pictures. Think about how to use a determiner and a noun can be more powerful ‘one pram left’.

Skill: To use passive verbs (Session 9 Pathways)

Show the image again of the people lined up including Lydia, think about how we might write in the passive form to demonstrate that things are being done to Lydia. Children write a diary entry using the passive voice but also thinking about the hopes for tomorrow and how we can use modal verbs to express these feelings.

**Cycle 2, Week
4**

Skills: To identify how language structure and presentation contribute to meaning. (Session 10 Pathways)

	<p>Continue with the story until ‘On the back of the doll, I wrote Lydia’ Explore how Helen feels about not being able to find Lydia. Explore the vocabulary discussing the feelings of Helen which is the most relevant. Explore how the author has used fronted adverbials to create the picture of the scene and the cohesion across the paragraphs. Can the children create further sentences using adverbials for time, place and cause which fit to the scene.</p> <p>Vipers (vocabulary and Inference) Diary of a mother shared teach and Evacuee letter.</p> <p>Skill: To consider and evaluate viewpoints. (Session 11 Pathways) Read to the end of the story. Discuss Helen’s feeling of hope. Listen to Erika’s story, discuss Erika’s hopes. Re watch Lydia Tischler video. What do they think has happened? Write the viewpoints of the characters.</p> <p>Plan:. To create a timeline of events (Session 12 Pathways) Use the whole of the text to create a timeline for each of the sections of the story. Including vocabulary to use and remembering passive voice.</p> <p>Write: To write a flashback story. (Session 13 & !4) Pupils write own flashback story from the POV of Lydia – describing her thoughts, feelings and her narrative. The pupils will write in the present day and flashback to describe her story then finish in the present tense.</p> <p>Editing and improve : To reflect on mastery key features (Session 15 Pathways) Have they</p> <ul style="list-style-type: none"> ○ Used expanded noun phrases to convey complicated information concisely (recap from Y5)? ○ Used passive verbs? ○ Linked ideas across paragraphs using a wider range of cohesive devices? ○ Integrated dialogue to convey character and advance the action?
<p>NC skills explored linked to topic.</p> <p>Comprehension</p> <ul style="list-style-type: none"> ➤ Identify how language contributes to meaning. ➤ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ➤ Participate in discussions about poems they have read. ➤ Learn a range of poetry by heart. 	

- Continue to read and discuss an increasingly wide range poetry.
- Summarise the main ideas drawn from more than one paragraph.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- Discuss and evaluate how authors use language.
- Discuss their understanding and explore meaning of words in context.
- Continue to read and discuss an increasingly wide range of poetry.
- Make comparisons across poems.

Word Reading

- Apply their growing knowledge to understand the meaning of new words that they meet.
- Spoken language.
- Participate in performances (h) Speak audibly and fluently.
- Listen and respond appropriately (b)
- Ask relevant questions.
- Use spoken language to develop understanding.
- Grammar
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use and understand the grammatical terminology in English Appendix 2 (revise adverbials for time, place, manner - Y5 Revision)
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y5 Revision)
- Use the perfect form of verbs to mark relationships of time and cause,

Composition

- Consider how authors develop characters and settings.
- Select the appropriate form and use similar writing as a model.
- Note and develop initial ideas
- Select appropriate grammar and vocabulary,
- Use further organisational and presentational devices.
- Transcription
- Use dictionaries to check the meaning of words; Use the first three or four letters of a word to check meaning,

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>Text: The Highway man</p> <p>Resources – Hamilton https://www.hamilton-trust.org.uk/english/year-6/english/highwayman/</p>	<p>Overview of unit A poem about a robber who stole from travellers.</p> <p>Writing Outcome</p>

	<p>Genre: (Journalistic writing)</p> <p>Purpose – To inform</p>	<p>To write a newspaper report about Beth's death.</p> <p>Greater Depth Writing Outcome To write a newspaper report about Beth's death using direct and reported speech.</p>
<p>RWI Spellings linked to topic.</p> <ul style="list-style-type: none"> Suffixes (4) Suffixes (5) 	<p>NC vocabulary linked to unit. sacrifice, solider, symbol, accompany, communicate, conscience, curiosity, determined, environment, equipped, equipment, familiar, frequently, language, physical, relevant rhyme, rhythm, symbol.</p>	<p>Ambitious Vocabulary linked to unit. Pistol, galleon, brandished, musket, cascade, stirrups, breeches, rapier, cobbles, bonny, shutters, cocked-hat, ostler, harry, casement, red-coat, muzzle, priming, stable, wicket, jest.</p>
<p>Cycle 1, Week 3</p>	<p>Day 1 – Vipers (Vocabulary and retrieval) Dick Turpin comprehension</p> <p>Skill: To summarise main ideas from a poem. (Hamilton Lesson 1) Explore language used within the poem, children select the vocabulary and predict the meaning. Then read the poem and see if children can identify the meanings of vocabulary using the context of the poem. Provide the children with the lines from the poem, can they order the sequence of the poem. Can the children create some questions about the poem.</p> <p>Skill: To identify how language clarifies the meaning. (Hamilton Lesson 2/3). Provide the children with language from the poem, can the children identify the meaning of the words through the context of the poem. What synonyms could they use to replace the words? Why do they think these words are used? Remind the children of figurative language. Provide the children with Stanzas from the poem, can they identify the different types of figurative language?</p> <p>Skill: To recite poetry (Hamilton Lesson 4) To use adverbs and adverbials (Hamilton Unit 2) Provide the children with the poem in groups think about how we can recite the poem. Can they identify the poem where to use volume, expression and pauses. Explore how adverbs and adverbials are used in the poem.</p>	

Cycle 2, Week 4.

Skill: To use relative clauses. (Hamilton unit 2 lesson 2)

Revise relative clauses, write a brief account of what happened in the plot of the Highway Man.

VIPERS (Vocabulary and Inference) (Hamilton Unit 3 Day 1)

Using the comprehension materials from Hamilton.

Skill: To use the perfect form of verbs to mark relationships of time and cause. (Hamilton Unit 4 Day 2)

Revise perfect form verbs, focus on auxiliary verbs which help this form: has/have/had/have.

Plan: To recognise features of a newspaper report.

Revise how to use direct speech and the features of a newspaper report. Explore how the newspaper report could be from different angles depending on the character from the poem.

Write: To write a newspaper report.

Write a newspaper report about Beth's death.

Skill: To edit and improve

Using the checklist – make a list of examples, can the children edit and add any of the items of the checklist to their newspaper report.

Have they:

- ☐ Used language to clarify meaning?
- ☐ Written an introduction with a question?
- ☐ Used adverbs and adverbials?
- ☐ Used direct speech?
- Used the correct tense?

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Autumn 2

NC skills explored linked to topic.

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Summarise main ideas, identifying key details
- Retrieve, record and present information
- Identify how language, structure and presentation contribute to meaning
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Précis longer passages
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.	
4 weeks	<p>Text: Can we save the Tiger?</p> <p>Resource: Pathways</p> <p>Genre: Non-fiction</p> <p>Purpose -To persuade.</p>	<p>Overview A look at tigers and how they are endangered.</p> <p>Writing outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p>Greater Depth Writing Outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion) using a range of ambitious vocabulary.</p>	
RWI spellings linked to topic. <ul style="list-style-type: none"> • Words ending in –ent 		NC vocabulary linked to unit. According, bargain, category, committee. Communicate,	Ambitious Vocabulary linked to unit. Panthera Tigris, breeding, grassland, swampy, appetite,

	controversy, develop, disastrous, frequently, government, hindrance, interfere, parliament, persuade, sincere.	disease, rancher, prairies, captivity, conservation(ist).
Cycle 1, Week 5	<p>VIPERS (vocabulary and summarise) Birds in Danger (Head Start) materials.</p> <p>Skill: To use expanded noun phrases to convey complicated information complicated (Pathways Session1) Expressing feelings about the advertisement. Children write in 1st person how they feel about the advertisement.</p> <p>Skills - To use cohesive devices across paragraphs. (Session 2 Pathways) Write a persuasive piece to persuade people to 'Save the Tigers'</p> <p>Skill: To enhance meaning through selecting appropriate grammar and vocabulary. (Session 3 Pathways) Using the images of tiger's parts children write expanded noun phrases and then build these to make a poem. Children should perform their poems.</p> <p>Skill: To use parenthesis. Using key questions about the tigers, children write answers adding parenthesis.</p>	
Cycle 1, Week 6.	<p>VIPERS (Vocabulary and Inference) Mark Smith Deforestation.</p> <p>Skill: To use modal verbs Generate statements about tigers. Thinking about the viewpoint of the farmer.</p> <p>Plan : To plan a persuasive speech about 'Save the Tigers' Planning information to add to sections of the speech.</p> <p>Write. To write a persuasive speech about 'save the Tigers) Writing the persuasive speech.</p> <p>To edit and improve Have they:</p> <ul style="list-style-type: none"> ○ Used modal verbs? ○ Persuasive language? 	

**Cycle 2, Week
7**

- Expanded noun phrases?
- Cohesive devices?
- Parenthesis?



VIPERS (Vocabulary and predict)

Mark Smith Conservation

Skill: To use modal verbs. (session 5 Pathways)

Read the text on Rhinos, explore writing statements on the Rhinos and what could happen.

Skill: To understand how to use parenthesis. (Session 6 Pathways)

Explore the text on the snails, children then edit the rhino text to add parenthesis.

Skill: To use parenthesis (Session 7 Pathways)

Explore the information on Polar bears and Kakpos. Children write information about the endangered species using parentheses and modal verbs to demonstrate certainty.

Skill: To enhance meaning through selecting appropriate grammar and vocabulary. (Session 8 Pathways)

Using the information on the bison, explore the facts. Children write a statement taking the viewpoint of the rancher.

**Cycle 2, Week
8**

VIPERS (Vocabulary and retrieval)

WWF resources

Skill: To use modal verbs and adverbs for possibility. (Session 9&10 Pathways)

Using information on the vultures, children write their first paragraph.

Plan: (Session 9 & 10 Pathways)

Recap features using planning structure on the amazing Vulture.

Write: To write a hybrid text (session 11 Pathways)

Write the hybrid text in the form of a booklet

Editing (session 15 Pathways)

Provide the children with the mastery keys from planning to edit their booklets.

Have they:

- Used modal verbs for possibility?
- Persuasive language?

	<ul style="list-style-type: none">○ Expanded noun phrases?○ Cohesive devices?○ Parenthesis?	
NC Links to unit		
Comprehension <ul style="list-style-type: none">➤ Learning how author’s choice of language contributes to meaning and impacts on the reader.➤ Learning to infer information about a character through their actions and words.➤ Learning to take notes from a range of sources.		
Writing composition <ul style="list-style-type: none">➤ To write from another character’s point of view➤ Plan their writing by:<ul style="list-style-type: none">➤ Identifying the audience for and purpose of the writing, selecting➤ The appropriate form and using other similar writing as models for their own· noting and developing initial ideas, drawing on reading and research where necessary· selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action➤ learning to write a pamphlet about the requisition of horses.		
Grammar <ul style="list-style-type: none">➤ To use a range of sentences in my work.➤ 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 (ie omitted) relative pronoun		
Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	Text: War Horse Resource: Literacy Shed Purpose – To inform.	Overview Set before and during World War I, it tells of the journey of Joey, a bay Irish Hunter horse raised by British teenager Albert. Writing outcome: To write a chronological report about War Animals. Greater depth writing outcome: To write a chronological report about a War horse using ambitious and technical vocabulary.

RWI spellings patterns linked to unit. <ul style="list-style-type: none"> • Silent Letters • The spellings /ei/ and /ie/ 	NC vocabulary linked to unit. Ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.	Ambitious vocabulary linked to topic. Camaraderie, anthropomorphism, desolate, majestic, obstinate, placid, brutality, plight, adversity, benevolence, dejected, crescendo.
Cycle 1, Week 9.	VIPERS (Vocabulary and retrieve) Ninja Comprehension – WW1 Bombardment Skill: To understand how author’s choice of language contributes to meaning and impacts on the reader. (Lesson 1 Literacy Shed) Writing in 1st person from the viewpoint of Zoey. Skill: To infer information about a character through their actions and words. Lesson 2 Literacy Shed) Writing a short diary entry from the viewpoint of the Albert’s father. Skill: To identify key points of information (Lesson 3 Literacy Shed) Use headings to sort information on War Horses. Skill: To use persuasive language. (Lesson 5 Literacy Shed) Children write persuasive sentences taking into consideration both viewpoints about War Horses.	
Cycle 2, week 10.	VIPERS (Vocabulary and retrieval) Cracking Comprehension – Railway Children. Skill: To develop skills of using different sentence structures. DADWAVERS – writing statements about the characters. Writing from Top thorn viewpoint. Plan: To plan a chronological report Research on animals in war and how animals became heroes. Write: To write a chronological report. Write a chronological report about War Animals. Editing To edit a chronological report (session 15 Pathways)	

	<p>Provide the children with the mastery keys from planning to edit their booklets.</p> <p>Have they:</p> <ul style="list-style-type: none"> ○ Used organisational features? ○ Persuasive language? ○ A range of sentence types? ○ Cohesive devices?
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SATS WEEK

NC Links to unit

Comprehension

- ☐ Learning how author's choice of language contributes to meaning and impacts on the reader.
- ☐ Learning to infer information about a character through their actions and words.
- ☐ Learning to take notes from a range of sources.

Writing composition

- ☐ To write from another character's point of view
- ☐ Plan their writing by:
- ☐ Identifying the audience for and purpose of the writing, selecting
- ☐ The appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

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Grammar

- ☐ To use a range of sentences in my work.
- ☐ 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 (ie omitted) relative pronoun

Duration	Resource, Genre and purpose	Learning intentions.
1 Week	<p>Text: The Christmas Solider</p> <p>Genre: Informative letter.</p> <p>Resources -Literacy shed</p>	<p>Overview</p> <p>A short story about a solider in the forces at Christmas time.</p> <p>Writing outcome:</p>

	Purpose – To inform Greater Depth Writing Outcome A letter of response from a family member.	To write an informative letter from the viewpoint of a soldier.
RWI spelling patterns explored in this unit. The ending in /shus/ spelt –tious Words ending in the /shul/ spelt –cial or -tial	NC vocabulary linked to unit. Ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.	Ambitious vocabulary linked to topic. Goodwill, cooperative attitude Centenary, truce, unofficial Trenches, fraternise.
Cycle 1, week 11	VIPERS (Vocabulary and Retrieve) Christmas Truce (Literacy Shed) Skill: To use emotive language. Freeze frame parts of the film children write the emotions of the characters for each part of the film. Plan: To plan a letter Create a plan for writing a letter home. Write: To write a letter Write a letter from the viewpoint of the soldier. Edit: To edit and improve a letter. Provide the children with figurative language related to the Christmas Truce how can the children incorporate the language into their letters. Provide the children with the mastery keys from planning to edit their booklets. Have they: <ul style="list-style-type: none"> ○ Used organisational features? ○ Correct punctuation? ○ A range of sentence types? ○ Cohesive devices? 	