

Year Group: 6 Summer 1	Core Text: Spider and the Fly – Mary Howitt and Tony Di Terlizzi Writing Focus	Topic Links: Science – circulation, the eye	
Unit Written Outcomes: Range of writing to support evidence base for assessment judgements.			
Reading Focus: Core text			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex text.</p>	<p>Objectives Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader. Develop a tool kit or success criteria for the writing, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view Develop a tool kit or success criteria for the writing, taking into account: plot structure character development techniques language choices point of view</p>	<p>Objectives Understand that a wide range of devices are used to link ideas in paragraphs. Recognise that these will be different according to the text type, purpose and audience. Use appropriate cohesive devices in own writing. Check that selected devices link ideas. Choose the correct level of formality for the audience and purpose of the writing. Develop a bank of noun phrases for current writing. Understand that sentences can be active or passive and when it is appropriate to use it. Recognise that a semi-colon can be used to separate items that are longer than one word in a list. Write sentences using a semi-colon to separate items in a list. Understand when it is appropriate to use the passive voice. Use the passive voice appropriately to change the focus or emphasis or in impersonal writing. Use semi-colons, colons and dashes. Use hyphens. Use the subjunctive structure in formal presentations and writing as appropriate.</p>
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Year Group: 6 Autumn 1 and 2	Core Text: Tales from the Arabian Nights – Andrew Lang The Door - Miroslav Holub	Topic Links: History – Islamic Society AD 600 Science – How light travels and the eye	
Unit Written Outcomes: Discussion texts Journalistic writing Narrative – new chapter		Possible Application: Recount Explanation – How light travels or how the eye works Information texts	
Reading Focus: Core texts /One Thousand and One Arabian Nights – Geraldine McCaughrean/Sinbad the Sailor Marcia Williams Non-fiction on Islamic Society AD 600			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. Explain how different layers of meaning contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Find and summarise key information from different parts of the text. Identify and explain the techniques used to create feelings, atmosphere, mood or messages. Explain the characteristics of a writer's style and the use of words and language, techniques and structures, using evidence. Explain how they support the writer's purpose, using evidence. Comment on the effectiveness of the writer's use of language, structures and techniques. Identify the point of view in a narrative. Explore how events are viewed from another perspective.</p>	<p>Objectives Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices and levels of formality Know the purpose of the writing and the effect on the reader. Develop a tool kit or success criteria for narrative writing, taking into account: plot structure character development techniques language choices point of view Develop a tool kit or success criteria for non-narrative, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view</p>	<p>Objectives Use appropriate cohesive devices in own writing. Check that selected devices link ideas. Choose the correct level of formality for the audience and purpose of the writing. Understand that sentences can be active or passive and when it is appropriate to use it. Use semi-colons, colons and dashes accurately and appropriately in writing. Use the passive voice appropriately to change the focus or emphasis or in impersonal writing. Evaluate writing for how well it either adds detail or conveys complicated information. Use hyphenated words in writing as appropriate – to clarify meaning.</p>
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