	YEAR 6				
	SUMMER TERM				
Novel / Texts	Pig Heart Boy – Malorie Blackman			I am a Writer - Joseph Coelho (poem)	Range of traditional fairy tales
Genre	**Non-fiction (choice)** Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.	**Explanation** *Related to Science topic (Human Circulatory System)* Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	**Narrative** Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.	**Poetry** *Linked to careers* Write and perform a poem in the same style as a named poet.	**Narrative (Y6 transition piece for secondary)** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.
Reading	- Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read. - Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year. - Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning form the text. - Justify views about texts, offering coherent evidence to support it. - Efficiently skim read a text for the main idea. - Efficiently scan a text for specific words and phrases. - Explain how meaning is enhanced through choice of words and phrases. - Explain the meaning of words and phrases in context including archaic language and figurative language. - Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. - Summarise main ideas, identifying key details and using quotations for illustration. - Retrieve, record and re-cast information from non-fiction. - Use active reading strategies to summarise, annotate a text, identify key information and note-take.				
Writing			In narratives, describe settings, character and atmosphere. Integrate dialogue in narratives to convey character and advance the action.		In narratives, describe settings, character and atmosphere. Integrate dialogue in narratives to convey character and advance the action.
	- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. - Use the range of punctuation taught at key stage 2 mostly correctly. - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.				

	• Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious. • Maintain legibility in joined handwriting when writing at speed.				
Grammar Vocabulary Punctuation	Linking ideas across paragraphs using a wider range of cohesive devices.	Linking ideas across paragraphs using a wider range of cohesive devices. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	Linking ideas across paragraphs using a wider range of cohesive devices.	Linking ideas across paragraphs using a wider range of cohesive devices.	Linking ideas across paragraphs using a wider range of cohesive devices.
Spelling	Changing '-ent' to '-ence'. -er, -or, -ar at the end of words.	Adverbs synonymous with determination. Adjectives to describe settings. Vocabulary to describe feelings.	Adjectives to describe character. Grammar vocabulary.	Grammar vocabulary. Mathematical vocabulary.	Y5/6 spelling list.
Final Writing Task	**Recount in the form of their choice – e.g. newspaper report on Cameron's case or diary entries about his thoughts and feelings, with use of appropriate SPAG features.** **Audience:** depending on form and register chosen for writing **Purpose:** to recount and inform	**Explanation text – 'The Workings of the Human Heart'.** **Audience:** Y6 children (would appear in Y6 Science textbook) **Purpose:** to explain	**Chapters that would fit into this novel, altering the text read for impact and effect** *(at a significant moment in the story, children could write additional chapters on what they think will happen next).* **Audience:** readers of this book (particularly 9–12-year-olds) **Purpose:** to entertain	**Poem in the same style as Joseph Coelho's, 'I am a Writer', titled 'I am a _____'** (linked to children's career aspirations). Lines from each child's poem will also form a class version of the poem. Poems to be practised and performed to an audience. **Audience:** peers - children **Purpose:** to entertain	**Fairy tale with a twist, showing another side of the genre and characters, creating humour.** **Audience:** older children and adults who enjoy fairy tales **Purpose:** to entertain and amuse