

YEAR 6						
AUTUMN TERM						
Baseline piece	Setting description – image as stimulus					
Novel / Texts	Letters from the Lighthouse – Emma Carroll			Macbeth – William Shakespeare	A Christmas Carol – Charles Dickens	
Genre	<p>Narrative Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour.</p>	<p>Recount Write a series of diary entries showing the passage of time, using sensory details and actions rather than exposition.</p>	<p>Recount Write a recount in a specific form with a clear audience ensuring formality is appropriate.</p>	<p>Narrative Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p>	<p>Character description Write a description that creates a vivid image in the reader’s mind, with use of figurative language.</p>	<p>Persuasion Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p>
Reading	<p>Identify techniques and explain how writers create specific atmospheres.</p>		<p>Take account of viewpoint in a novel through: -identifying the narrator; -explaining how this influences the reader’s view of events; -explaining how events might look from a different point of view.</p>	<p>Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss the impact on the reader.</p> <p>Evaluate the effectiveness of dialogue and its purpose within different texts.</p> <p>Compare and evaluate a novel or play in print and the film/TV version - e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.</p>		<p>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</p> <p>Identify and explain persuasive techniques including stylistic and vocabulary choices.</p>
<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding. • Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences. • Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing. • Read aloud with intonation that shows understanding. • Give and explain the meaning of words in context. 						

	<ul style="list-style-type: none"> Skim and scan a text finding evidence quickly. Retrieve and record information accurately. 					
Writing	Describe settings and characters building a distinct atmosphere.		Write a recount in a specific form with a clear audience ensuring formality is appropriate.	Integrate dialogue in narrative to convey character and advance the action.		Write an effective persuasive text for a specific audience, selecting language that shows good awareness of the reader.
	<ul style="list-style-type: none"> Evaluate how effectively the writer has met the purpose of the writing. Write effectively for each purpose and selected audience, showing good awareness of the reader. Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Draw on their knowledge of etymology and morphology to support spelling. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly. 					
Grammar Vocabulary Punctuation	<p>Linking ideas across paragraphs using a wider range of cohesive devices – e.g. use of ellipsis.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing – e.g. use of question tags.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use of subjunctive forms, such as ‘if I <u>were</u>’ or ‘<u>were they</u> to come’ in some very formal writing and speech.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>Use of layout devices to structure text.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>Use of subjunctive forms, such as ‘if I <u>were</u>’ or ‘<u>were they</u> to come’ in some very formal writing and speech.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>The difference between vocabulary and structures typical of informal speech and those appropriate for formal speech and writing.</p>



Spelling	Challenge words Challenge words Challenge words	Challenge words Challenge words	Challenge words Challenge words	Challenge words Challenge words Challenge words	Words with the short vowel sound /i/ spelled y Words with the long vowel sound /i/ spelled with a y	Adding the prefix 'over' to verbs Convert nouns or verbs into adjectives using suffix '-ful'
Final Writing Task	<p>Narrative with a distinct atmosphere – panic/suspense – set in the Blitz of WWII.</p> <p>Audience: readers of this book – mainly UKS2 children Purpose: to entertain</p>	<p>Informal series of diary entries showing the passage of time, in the character of Olive, Cliff or Esther, around being evacuated to Budmouth Point.</p> <p>Audience: self/unknown Purpose: to recount/inform</p>	<p>Formal newspaper article detailing the events of the rescue of the boat at Budmouth Point.</p> <p>Audience: mature, professional readers of a broadsheet newspaper Purpose: to recount and inform</p>	<p>Adapt Shakespeare's play, Macbeth, into narrative form, with effective use of dialogue for moving on action and characterisation.</p> <p>Audience: readers of Shakespeare Purpose: to entertain</p>	<p>Write a character description on Jacob Marley, describing the character with careful thought given to vocabulary choices.</p> <p>Audience: readers of this book Purpose: to entertain</p>	<p>Write a letter to persuade Scrooge to donate money to the poor.</p> <p>Audience: Scrooge Purpose: to persuade</p>