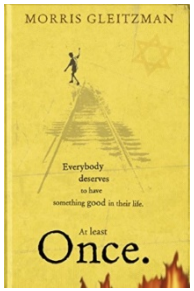
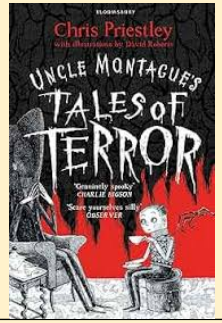
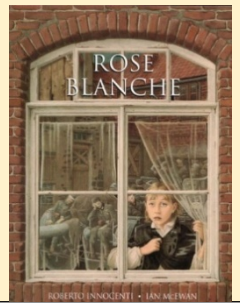
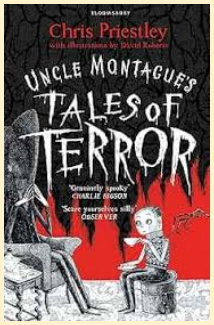
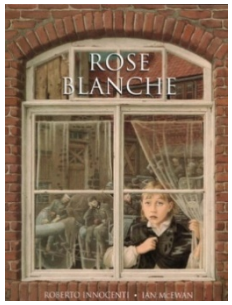
Year 6						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Core Texts	**Poetry WWII** 	**Once** 	**The Giants**  **Necklace**	**Alma – Literacy Shed** 	**Uncle Montague** 	**Macbeth** 
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Core Texts	**Rose Blanche** 	**Storytelling Project** 	**The Giants**  **Necklace**	**Alma** 	**Uncle Montague** 	**Wonder** 

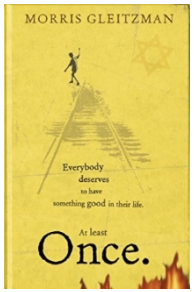
Year 6, Autumn 1

Text	Purpose	Outcome	Context	Grammar Progression
The Dug-Out' by Siegfried Sassoon In Flanders Field by John McCrae 	To Entertain Audience: Peers	Poem	Children to write poetry about their learning linked to WW11	• Similes, Metaphors and personification • Related words by meaning as synonyms/ antonyms
	To inform Audience: Parents	Informal Letter	Write a letter home from the trenches	**Relative Clauses** • Relative pronouns • Main clauses

Vocab: quarrel, foe, faith, drowsy, huddle				• Relative clauses
 Vocab: dilemma, shrouded, dispirited, 'The noise was fantastic' (layered understanding of fantastic)				
	To persuade Audience: Hitler	Letter	Write a letter to Hitler	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • Use expanded noun phrases to convey complicated information precisely
	To Inform Audience: Public	Newspaper	Write a report about Rose's disappearance	• Passive voice • Devices to build cohesion within a paragraph • Layout devices such as headings, subheadings, columns etc

Year 6 Autumn 2

Text	Purpose	Outcome	Context	Grammar Progression

 Vocab: naïve, naivety, resistance, resilience, refugee, holocaust	To entertain	First person narrative	A first person narrative in the style of Once. (Must integrate speech to convey character and advance the action.	• Cohesion – linking ideas across paragraphs using adverbials of time or tense choices • Speech – inverted commas and other punctuation • Using the perfect form of verbs to mark relationships of time and cause
	To inform	A radio or magazine article	Write a radio or magazine article in the style of an interview with Felix	• The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Use of the semi – colon and dash to mark the boundary between independent clauses

Year 6 Spring 1

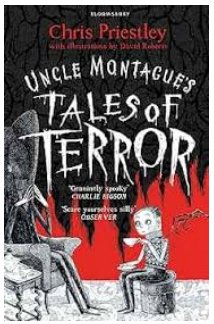
Text	Purpose	Outcome	Context	Grammar Progression
	To describe/ entertain	A character and setting	To describe the storm at	• Figuraitve language

 Vocab:	Audience: Reader's of the story	description	sea.	(similes, metaphors, personification)
	To entertain Audience: Reader's of the story	Third person narrative	To re-write the ending of the Giant's Necklace	• Dialogue to convey character • Must be between two or more characters • What the character says • How they say it
 Vocab: Diminutive, indeterminable, cowrie, remorselessly, feverishly, futile, raucous, eavesdropped, prospered, affinity	To express feelings Audience: Diary owner	Diary	Children to become their innovated character (linked to 3rd person narrative) and retell the events of meeting Cherry	• Emotive language • Topic sentence

Year 6 Spring 2

Text	Purpose	Outcome	Context	Grammar Progression
Digital Content  Vocab: Embraced, hue, solitary, adorned, intricate, flawless, whimsical, defiance, uncanny, inexplicable	To entertain Audience: 10-12 year olds	Narrative (Third person)	Retell of Alma	• Figurative language (Similes/metaphors/personification) • Ellipsis

Year 6 Summer 1

Text	Purpose	Outcome	Context	Grammar Progression
 Vocab: impulse, feigned, gait,	To entertain Audience: Children of a similar age	Narrative (First person)	Linked to Uncle Montague's Tales of Terror (Through the Woods)	• <u>Dialogue to convey character</u> • Must be between two or more characters • What the character says • How they say it • <u>Dialogue to move action forward</u> • Language (atmosphere)
	To inform	Newspaper report	To inform the public of	• Direct and indirect

spur, precarious, manoeuvre, distorted, vengeance	Audience: Local residents of Cornwall		Cherry's disappearance. Challenge: Subtle bias (holiday makers not realising the dangers of nature)	speech • Diaglogue to convey character • Dialogue to move the story forwards • Passive voice • Identification of subject, verb and object

Year 6 Summer 2

Text	Purpose	Outcome	Context	Grammar Progression
Vocab:  Vocab: ambition,	To entertain Audience: 10-12 yr olds	3rd Person Narrative	Recount of the battle Challenge: Alternative perspective (Norwegians)	• Figuaritive language • Similes • Metaphors • Personification • senses
	To entertain, persuade and inform Audience: Witches	Instructions	A potion recipe Challenge: Alternative audience (novice cooks, professional witches, new – to – cooking children etc)	• Parenthesis • Brackets, commas, dashes • Embedded clauses • Semi colons for a detailed list and to separate clauses

greed, prophecy, contempt, supernatural, apparition, noble, moral/immoral, valour				• Colons to introduce a list and to separate independent clauses
	To inform Audience: Citizens of Scotland	Newspaper report	Reporting the news of the death of the King Duncan Challenge: Children to choose their bias (who did it?)	• Passive voice • Identification of subject, verb and object • Change between voices • Dialogue to convey character and progress plot
 Vocabulary: cleft palate, foreworn, precept, alignment, contagious, sidewalks, semester, vacation	To express feelings Audience: 10-12 year olds	Diary	First day of school Challenge: Alternative character (Summer, Mr Tushman)	• Relative clauses • Parenthesis • Brackets, commas and dashes • Embedded clauses
	To entertain, persuade and inform. Audience: Prospective students and their parents	Non - chronological report	School prospectus of an imagined school Challenge: Change audience – just for children/ parents	• Passive voice • Layout and organisational features • Subjunctive form

Writing Outcomes

By Summer 2, the national curriculum objectives for this year group have been covered. Through teacher assessment, consider which genres of writing your children may need more practice with and the grammar objectives that are gaps within their writing for the remaining writing units.