

OVERVIEW YR 6	Term 1		Term 2		Term 3	
STIMULUS THEMES/ PROJECTS	ANCIENT GREECE	BUILD ME A BRIDGE	A LITTLE GOES A LONG WAY	MAYANS MARVELLOUS CREATIONS	LET'S GO OUTSIDE	ACHIEVE
<b>READING RANGE, KEY TEXTS AND WHOLE-CLASS FOCUS</b>	<ul style="list-style-type: none"> <li>The Unforgotten Coat - Frank Cottrell-Boyce</li> <li>Greek Myths - Marcia Williams</li> <li>The Day the Crayons Quit</li> </ul>	<ul style="list-style-type: none"> <li>Window - Jeannie Baker</li> <li>Beginnings - Jeannie Baker</li> <li>'Something with C in it' - Jeannie Baker</li> <li>Until I Met Dudley - Roger McGough</li> <li>Brunel's Biography</li> </ul>	<ul style="list-style-type: none"> <li>Majestic Plastic Bag - short film</li> <li>The Boy Who Swam with Piranhas - David Almond</li> </ul>	<ul style="list-style-type: none"> <li>Shackleton's Journey</li> <li>Voices in the Park</li> </ul>	<ul style="list-style-type: none"> <li>Rooftoppers</li> <li>Jeremy Button</li> <li>The Terrible to Barnaby Rooker - John Boyne</li> </ul>	<ul style="list-style-type: none"> <li>Wonder - R J Palacio</li> <li>Where My Wellies Take Me - Michael Morpurgo</li> <li>Instructions - Neil Gaiman</li> </ul>
<b>TEXT TYPES AND RANGE including PURPOSE AND AUDIENCE</b>	<ul style="list-style-type: none"> <li>Narrative – Myths To entertain – audience at living museum</li> <li>Non-chronological Report - Ancient Greek Life To inform – audience at living museum</li> <li>Persuasion -Letter To persuade – Mr Reilly/Governors</li> </ul>	<ul style="list-style-type: none"> <li>Biography – Brunel To inform – audience at celebration</li> <li>Explanation - How to build a bridge To explain – Governors at presentation</li> <li>Narrative - Viewpoint (Window) To entertain – school children</li> </ul>	<ul style="list-style-type: none"> <li>Mockumentary To explain – viewers of the children's own mockumentary films/visitors to the celebration event</li> <li>Narrative - Extracts in the Style of an Author (voice and viewpoint) To entertain – David Almond</li> </ul>	<ul style="list-style-type: none"> <li>Discussion - Letter writing from two viewpoints (link to Voices in the Park To discuss – Shackleton &amp; crew's family</li> <li>Newspaper report with a bias To inform – the British public in 1914</li> <li>Diary entry (from 3 points of time in the book - children choose character to write from) To inform – Readers of Shackleton's journey</li> </ul>	<ul style="list-style-type: none"> <li>Balanced Argument Debate - Darwin Williams published work (who was the real discoverer) To discuss – general public (will be posted on children's own websites)</li> <li>Narrative - Story from alternative viewpoint (link to Jeremy Button) To entertain – visitors to the children's Darwin website?</li> <li>Non-chronological Report - formal report detailing new species (to send to Natural History Museum) To inform – researchers at the Natural History Museum</li> </ul>	<ul style="list-style-type: none"> <li>Rhetoric - Speech writing To inform/entertain – audience at The Berry Theatre final show</li> <li>Poetry - Neil Gaiman To entertain – parents, children in Year 5</li> <li>Descriptive writing - parts of new school (link to Morpurgo book) To entertain/inform – Themselves/other Year 6 children/the current Year 5's</li> </ul>
<b>EXTENDED WRITING/WRITE-ON including SITE OF APPLICATION OPPORTUNITY SUGGESTIONS</b>	<ul style="list-style-type: none"> <li>Letter to teacher aspirations for the year</li> <li>Narrative – response to 'Made of More' advert</li> <li>Instructions/Explanation – recipe to win 'Bake off'</li> <li>Internal monologue – Usain Bolt 100m race</li> <li>Diary entry/Dialogue – The Arrival photograph</li> <li>Letter of persuasion – Little Freak</li> <li>Theatre Review – Wildern production</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument – should fireworks be on sale in shops?</li> <li>Poem – response to Monet's water lilies</li> <li>Letter to persuade</li> <li>Non-chronological report – remembrance day</li> <li>Narrative -</li> <li>Letter to inform – Anne Frank letter to her father</li> <li>Discursive text -</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – Dangle retelling a story</li> <li>Informal letter – To Aunt Annie (TBWSWP)</li> <li>Journalistic Report – Water Aid</li> <li>Explanation text –</li> <li>Diary entry – Derek Redmond 'A sporting hero'</li> <li>First person narrative - Tsunami Kids</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – French toast (internal dialogue)</li> <li>Explanation – Watch a video with no commentary, children to explain about subject matter</li> <li>Report – eye witness report</li> <li>Poetry –</li> <li>Formal letter</li> </ul>	<ul style="list-style-type: none"> <li>Speech - A message from the ocean</li> <li>Narrative – Short stories using given openers</li> <li>Newspaper report with a bias-</li> <li>Balanced argument – should we give money to the homeless</li> <li>Diary entry –</li> </ul>	<ul style="list-style-type: none"> <li>Letter – A letter home – Way Home</li> <li>Narrative – story from an alternative viewpoint</li> <li>Non-chronological report – Street Art (Cellograph event)</li> <li>Discursive text</li> <li>Scientific Report - Bubbles</li> </ul>
<b>READING</b>	Black text: National Curriculum statements; <b>Bold/italics</b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance					
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>					
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in a wide range of writing e.g. isolation or flashback in narrative, across a wide range of age-appropriate texts, explaining the theme in the context of the writing</li> <li>Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words</li> </ul>		<ul style="list-style-type: none"> <li>Recognise texts that contain features from more than one genre, e.g. a persuasive playscript or description of setting in a biography</li> <li>Make comparisons within and across books, drawing on a good knowledge of authors</li> <li>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this</li> </ul>	<ul style="list-style-type: none"> <li>Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>		
<b>Comprehension- Clarify</b>	<ul style="list-style-type: none"> <li>Ask pertinent and helpful questions to improve their understanding of a text</li> <li>Use contextual and genre knowledge to determine alternate meanings of known words</li> </ul>			<ul style="list-style-type: none"> <li>Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>		
<b>Comprehension- Monitor and Summarise</b>	<ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Use language, structural and presentational features to support understanding of age-appropriate texts</li> <li>Distinguish between statements of fact and opinion and recognise in the language used by authors to influence readers</li> <li>Identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea using own words and key vocabulary from the text</li> </ul>			<ul style="list-style-type: none"> <li>Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>		
<b>Comprehension- Select and Retrieve</b>	<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> <li>Skim and scan efficiently to extract information from age-appropriate texts and make well organised notes of the main ideas using quotation and reference to the text using own words</li> </ul>		<ul style="list-style-type: none"> <li>Draw upon and integrate information from a range of presentational devices when building meaning from reading</li> <li>Understand what they read, in books they can read independently</li> <li>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>		
<b>Comprehension- Respond and Explain</b>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate how successfully the organisation of a text supports the writer's purpose</li> <li>Identify how language, structure and</li> </ul>	<ul style="list-style-type: none"> <li>Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Provide reasoned justifications for their views.</b></li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Make comparisons within and across books e.g. <b>accurately compare information/characters or events within and between age-appropriate texts and between versions of the same text</b></li> </ul>	<p>presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>• <b>Identify and comment on the presentational and organisational choices the author has made</b></li> </ul>				
Inference	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence <b>across the text and wider reading experiences</b></li> <li>• Predict what might happen from details stated and implied <b>and express opinions, explain and justify these with reference to the text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</li> <li>• Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>			
Language for Effect	<ul style="list-style-type: none"> <li>• Identify how language, structure, and presentation contribute to meaning <b>and support its purpose, e.g. persuading, explaining, informing etc.</b></li> <li>• <b>Identify and comment on genre-specific language features used in age-appropriate texts, e.g. shades of meaning between similar words</b></li> <li>• <b>Understand and use a range of technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text</b></li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• <b>Understand and begin to use technical terms to discuss language effects, e.g. symbol, imagery, analogy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss accounts of the same event or characters or settings or viewpoints in texts, exploring a similar theme or topic, or written in a similar genre</li> </ul>	<ul style="list-style-type: none"> <li>• Review and secure phase 1 and 2 conceptual and procedural knowledge and skills</li> </ul>			
<b>WRITING</b> Black text: National Curriculum statements; <b>Bold/italics</b> : National Curriculum statements (NAHT KPI); <b>Red text</b> : Hampshire additional guidance						
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> <li>• <b>Ensure consistent and correct use of tense throughout a piece of writing including modal verbs</b></li> <li>• <b>Proof-reads for spelling and punctuation errors</b></li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use prefixes to create antonyms to create different effects in sentences</li> <li>• Use the subjunctive for formal writing e.g. <b>If I were you...</b></li> <li>• <b>Use a colon to introduce a list</b></li> <li>• <b>Repetition for effect: persuasion, suspense, emphasis</b></li> <li>• <b>Simple sentences and how to embellish them</b></li> <li>• <b>Identify the subject and object of the sentence</b></li> <li>• <b>Pupils check for appropriate changes in tense when editing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Indicate grammatical and other features by using hyphens to avoid ambiguity</li> <li>• Use inverted commas accurately with punctuation;</li> <li>• start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</li> <li>• Use the perfect form of verbs to mark relationships of time and cause (Moved from Autumn 1)</li> <li>• <b>The difference between passive and active voice and when to use the passive</b></li> <li>• Synonyms</li> <li>• <b>Selecting a synonym accurately for effect, rather than as an alternative for the original word</b></li> <li>• <b>Knowing that synonyms can have different uses than the original word</b></li> <li>• <b>Complex sentences and subordinate conjunctions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use semi-colons to demarcate within a list</li> <li>• Ellipses to link ideas within and across paragraphs e.g. <b>to aid suspense or to indicate omitted words within quotes</b></li> <li>• Using question tags for informality e.g. <b>He's in your class, isn't he?</b></li> <li>• <b>Combining complex and compound clauses to create a sentence</b></li> <li>• <b>Relative clauses</b></li> <li>• <b>Pronouns: relative and possessive</b></li> <li>• <b>Abstract nouns</b></li> <li>• <b>Auxiliary verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Connectives to signpost and create cohesion within a text</li> <li>• <b>order of sequence</b></li> <li>• <b>results</b></li> <li>• <b>time connectives</b></li> <li>• <b>contrasting</b></li> <li>• <b>additional ideas</b></li> <li>• <b>exemplification</b></li> <li>• <b>space and place</b></li> <li>• <b>to summarise</b></li> <li>• <b>Consolidating compound sentences and coordinating conjunctions</b></li> <li>• <b>Collective nouns</b></li> </ul>		
TRANSCRIPTION	<ul style="list-style-type: none"> <li>• <b>Use dictionaries to check the spelling and meaning of words</b></li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Spell words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>			
COMPOSITION AND EFFECT	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Evaluate and edit by</b> assessing the effectiveness of their own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• When noting and developing initial ideas, drawing on reading and research where necessary, <b>pupils usually reformulate key ideas coherently</b></li> <li>• <b>Draft and write by</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• <b>Work alone and with a partner to evaluate writing for overall impact and suitability for audience and</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In narratives, describe settings, characters and atmosphere.</b> Integrate dialogue to convey character and advance the action</li> <li>• <b>Use vocabulary typical of informal speech and formal speech</b></li> <li>• Note and develop initial ideas, drawing on reading and research where necessary; <b>pupils capture, sift and sort ideas into a plan before writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• <b>Précise longer passages</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write using deliberate changes of tense for effect in narrative ensuring the consistent and correct use of tense throughout a piece of writing</b></li> <li>• <b>Use further organisational and presentational devices to structure text and to guide the reader: e.g. link closing to opening</b></li> </ul>		

	purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back					
<b>TEXT STRUCTURE AND ORGANISATION</b>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Produce internally coherent paragraphs in a logical sequence and use devices to create cohesion between paragraphs, e.g. a range of appropriately selected conjunctions or adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Produce internally coherent paragraphs in a logical sequence and use appropriate devices to create cohesion between paragraphs, e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next</li> </ul>		<ul style="list-style-type: none"> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, integrate diagrams, charts or graphs: include glossary, fact box etc</li> </ul>		
<b>SENTENCE STRUCTURE</b>	<ul style="list-style-type: none"> <li>Draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar, understanding how such choices change and enhance meaning</li> </ul>			
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>Children will work as part of a group to research information on one aspect of ancient Greek life and present this to the class.</li> <li>The rest of the class will listen and use the knowledge they have acquired within their non-chronological report.</li> <li>Let's think lessons</li> </ul>	<ul style="list-style-type: none"> <li>Each group will be required to present their bridge to the visiting governor. As part of this the children will explain how their bridge works, how they made it and persuade the governor why their design should win.</li> <li>Let's think lessons</li> </ul>	<ul style="list-style-type: none"> <li>The children will record the commentary for their mockumentary. They will need to ensure they are using punctuation correctly and intonation, where necessary.</li> <li>Let's think lessons</li> </ul>	<ul style="list-style-type: none"> <li>Use of hot-seating/role play to act out the events of Shackleton's journey.</li> <li>The information/quotes gathered through this will be used in the children's newspaper reports.</li> <li>Let's think lessons</li> </ul>	<ul style="list-style-type: none"> <li>Verbal class debate on whether Darwin or Williams was the true discoverer.</li> <li>The outcome of this will be evident in the balanced argument written by the children.</li> <li>Let's think lessons</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn and perform their speech to the audience at The Berry Theatre for their final leaving celebration.</li> <li>Let's think lessons</li> </ul>
<b>SPECIAL EVENTS</b>	<ul style="list-style-type: none"> <li>Sir Teachalot - workshop</li> <li>The Berry Theatre visit - Wildern production</li> <li>Author visit - Jonathan Meres</li> </ul>	<ul style="list-style-type: none"> <li>Architect visit</li> <li>Governor visit</li> </ul>	<ul style="list-style-type: none"> <li>Independent Fundraising Event</li> <li>Water Aid Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Residential</li> <li>Mayan themed chocolate workshop</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Pizza Express</li> <li>Trip to Natural History Museum</li> </ul>	<ul style="list-style-type: none"> <li>Cellograph street art workshop</li> <li>Drama Workshop</li> <li>Final performance at Berry Theatre</li> </ul>