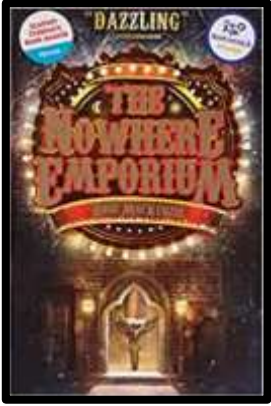
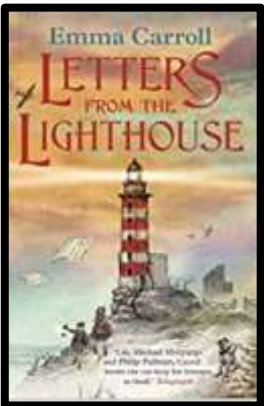



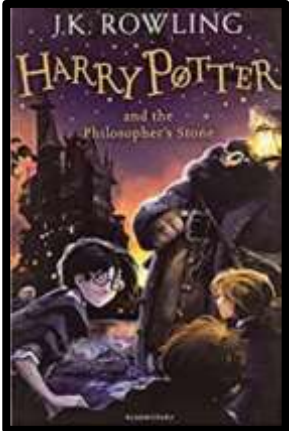
Year 6 – English Curriculum

Autumn Term


Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Setting Description	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>The Nowhere Emporium</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

4		Character Profile	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Letters from the Lighthouse</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
		Letters		

3		Dialogue between characters	<p>Grammar:</p> <ul style="list-style-type: none"> • Write in third person. • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>The Arrival</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
		Narrative		

4		Non Chron – Fantastic Beasts	<p>Grammar:</p> <ul style="list-style-type: none"> • Write in third person. • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Harry Potter – Philosophers Stone</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
		Alternative Ending Narrative		

Spring Term:

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Persuasive Letters	<p>Grammar:</p> <ul style="list-style-type: none"> • Use of formal tone and persuasive language (persuasive argument) • Use of first person and an informal tone (diary writing) • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Politics for Beginners</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

3



Newspaper Report

Grammar:

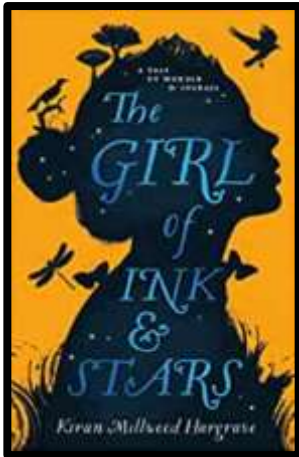
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs to indicate possibility
- Using conjunctions to express time and cause
- Use fronted adverbials
- Use similes to accurately describe events

Punctuation:

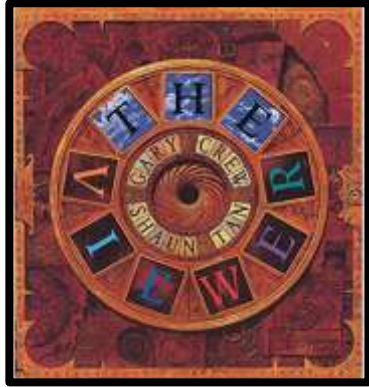
- Use brackets, dashes or commas to indicate parenthesis
- Use and punctuate speech accurately
- Use commas after fronted adverbials
- Use commas to clarify meaning or avoid ambiguity in writing

Cogheart

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

4		Adventure Narrative	<p>Grammar:</p> <p>Punctuation:</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events 	<p>The Girl of Ink and Stars</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
		Diary Entry	<p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	

2



Setting Description

Grammar:

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs to indicate possibility
- Using conjunctions to express time and cause
- Use fronted adverbials
- Use similes to accurately describe events

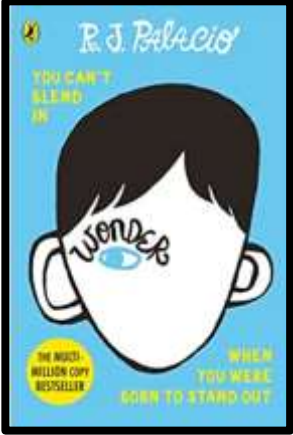
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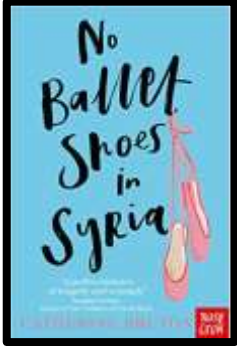
- Use commas after fronted adverbials
- Use commas to clarify meaning or avoid ambiguity in writing


The Viewer

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Summer Term:

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
4		Diary Entry	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Wonder</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
Character Creation & Story of that character				

<p>4</p>		<p>Recount</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing • Writing composition <p>Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>No Ballet Shoes in Syria</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
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3		Poetry	<p>Grammar:</p> <ul style="list-style-type: none">• Use expanded noun phrases to convey complicated information concisely• Using conjunctions to express time and cause• Use fronted adverbials• Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none">• Use commas after fronted adverbials• Use commas to clarify meaning or avoid ambiguity in writing• Writing composition• Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<p>Shakespeare for Everyday of the Year</p> <ul style="list-style-type: none">• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• Asking questions to improve their understanding• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Predicting what might happen from details stated and implied• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
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