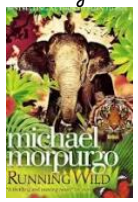
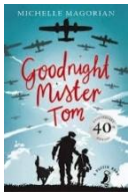
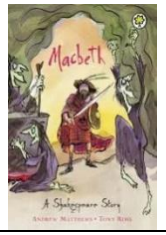
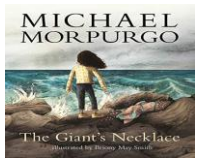
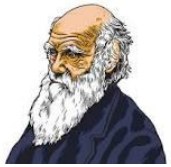
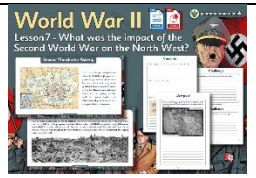
Year 6 2026-2027	Autumn term		Spring term		Summer term	
Weeks	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks 2 days
Cross-curricular theme	Mountains	Mayans	Protecting the Environment Circulatory System	WW2	Our world in the future	Unheard histories
Enrichment	Outdoor adventure	Mayan workshop		WW2 Workshop	Science workshop	
Class read	Running wild 	Middleworld 	Short stories about the environment. 	Good night Mr. Tom 		Macbeth 
Guided reading texts	A range of extracts from Running wild (fiction). Flashback stories. A range of non-fiction texts linked to mountains and storms	A range of extracts from Middleworld (fiction). A range of biographies. A range of non-fiction texts linked to evolution.	A range of different genre short extracts (SATs prep)	A range of extracts from Good night Mr Tom. A range of historical non-fiction WW2 extracts.	A range of different genre short extracts (SATs prep)	A range of extracts from Macbeth
Novel - Text	Dreadful Menace  Eye of the Storm (Literacy Shed)	Rain Player—David Wisnewski 	Alma—Literacy Shed.  Little Freak - Literacy Shed	Literacy Shed. WW2 Flashback Narrative	Giant's Necklace  Mister Hollow—	Macbeth - Classic Fiction 

		Charles Darwin Biography 		 Rose Blanche—Ian McEwan	Literacy shed  Explanation linked to Geography	
Key skills Writing Vocabulary, grammar and punctuation	produce legible joined handwriting and develop personal fluent joined handwriting style. (join/not join specific letters- loops) use a range of spelling strategies not just phonics. use a dictionary to check spelling/meaning. proof read and edit my work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists) ensure I use the correct homophone. (see Year 5/6 homophone list) spell most words with silent letters. use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. mostly use commas correctly to mark phrases and clauses for clarity.	change verbs into nouns by adding suffixes. (tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment) use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP) adapt the grammar and vocabulary used in writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout) create atmosphere and describe settings- use antonyms and synonyms to enhance the description. describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) add detail to writing by using expanded noun phrases to add precision, detail and qualification. make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of	make sure that they spell the vast majority of words that appear in the Year 5/6 list. second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. use a range of verb forms to create more subtle meanings. use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me). vocabulary choices are imaginative and words are used precisely and		

	use the correct tense throughout a piece of writing. use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might) add precision, detail and qualification using prepositional phrases and adverbs. effectively draft work so that enhance meaning and adapt my grammar choices for effect.		semi colon/ colon to mark clauses- It's raining; I'm fed up) use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens) use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives) ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were) use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses). use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?)		appropriately to create impact and enhance meaning.	
Scaffold Outcome Fiction	Flashback story based on Eye of the Storm.	Character description of rain god Chac.	Alma Fictional narrative	Narrative flashback – The veteran	Character description (Issac)	Historical fiction Macbeth (Rewritten scene 1)
Independent outcome fiction	Innovated flashback story based on Eye of the Storm.	Character description of Ah-Kin-Mai and Pik's father	Alma Fictional narrative (alternative ending)	Narrative flashback – The veteran (alternative perspective)	Character description (Jethro)	Historical fiction Macbeth (Rewritten scene 2)

Scaffold outcome Non-fiction	Non-chronological report - mountains	Biography on Bear Grylls. Newspaper article based about Pik's altercation with Chac (Rainplayer fictional story)	Little Freak Diary entry and informal letter (from a member of the public) By Father	Instructional text - how to survive an air raid	Newspaper and diary Giant's necklace	Discursive text Was Lady Macbeth good or evil?
Independent outcome non-fiction	Non-chronological report - avalanches	Biography on Charles Darwin. Newspaper article based about Pik's pok-a-tok match with Chac (Rainplayer fictional story)	Diary entry and informal letter. By Little freak	Instructional text - how to survive an evacuation.	Newspaper and diary Giant's necklace (alternative perspective)	Discursive text Was Macbeth a good king?
Scaffold outcome poetry	Symbolism poem based on the Dreadful Menace clip.		Figurative language poem based on Little Freak	Rose Blanche Emotive poem (mid book)	All about the body Poem	
Independent outcome poetry	Figurative language poem based on the Dreadful Menace clip.		Symbolism poetry linked to Little Freak.	Rose Blanche Emotive poem (final scene)	All about the body Poem - different objects	