

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Trash – Andy Mulligan	Trash – Andy Mulligan	Macbeth - Shakespeare	Wonder – J. P. Palacio Reading focus (Commences Spring 1)	The Spider and the Fly – Mary Howitt and Tony Di Terlizzi Writing focus	Tales from the Arabian Nights
<b>Unit Written Outcomes</b>	Description Information text Balanced argument	Diary Journalistic writing	Persuasive text Spell poem	Information text Recount	Range of writing to support evidence base for assessment judgements	Discussion texts Narrative – new chapter Journalistic writing
<b>Writing Composition*</b>	When planning, identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To draft and write describing settings, characters, atmosphere and integrating dialogue to convey character and advance action. To draft and write, evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors.					
<b>Reading*</b>	Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by being taught a range of strategies including: reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and making comparisons within and across books. Children will also show understanding of what they read by strategies including: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; provide reasoned justifications for their views and drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.					
<b>Grammar*</b>	Pupils scope should include to: using passive verbs to affect the presentation of information in a sentence; using modal verbs or adverbs to indicate degrees of possibility and using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.					
<b>Spelling Nelson Book 6</b>	Scope and Sequence includes: Simple plurals Prefixes and suffixes Maths and Science words Tricky words		Word origins Unstressed letters Tricky words Geography and history words Silent letters, connectives and homophones		Tricky words British or American words a + double letters Unstressed vowels ICT words Using a dictionary	
<b>Handwriting Nelson Book 6</b>	<i>Scope and Sequence includes:</i> Developing an individual handwriting style Revising slanted writing Letters in correct proportion Forming and joining descenders Practising punctuation		Practising slanting writing and capital letters. Practising spacing, fluency, speed and legibility. Diagonal and horizontal joins. Forming letters at the correct size & height.		Practising printing Practising paragraphs, spacing, proportion, presentation, fluency and speed.	

\*Please refer to National Curriculum for full and comprehensive objectives and coverage