## YEAR 6 2023-2024

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
WWI poetry linked to WW2 by Wilfred Owen and Siegfried		Poetry – Refuge Poetry		Poetry - Dark Sky Park (Phillip Gross)		Poetry – The Raven (Edgar Allen	Poetry – My poem for all	Poetry – The Emerald Mosque on the Hill
Sassoon	1		T			Poe)	Entrepreneurs (Richard Branson)	(Razi Ali Hasan)
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non fiction	Fiction	Non-Fiction	Fiction
Text The Boy in the Striped Pyjamas	Text Range of science/social articles on the human body (continued	Text The Arrival	Text The Arrival	Text Charles Darwin's Diary	Text Charles Darwin's Biography et al.	Text Kensuke's Kingdom by Michael Morpurgo	Text Published persuasive letter (Financial Times; Young Entrepreneurs column)	Text The Lion Above the Door
<u>Genre</u> Narrative (suspense)	into AUT2).  Genre	Genre First person narrative	Genre Farewell letter	Genre Diary (Charles Darwin's)	Genre Biography	Genre Narrative (suspense)	<u>Genre</u> Persuasive letter	Genre Character description
Bruno's Diary	Explanation article (a healthy lifestyle)	Key Objectives Author's voice	Key Objectives Semi-colons for complex	Key Objectives Passive voice	Non-chronological report on a new species	Key Objectives	Key Objective	Discussion texts
Key Objectives	Kan Ohiaatinaa	First person	lists	Parenthesis (dashes and	Key Objectives	Past tense	Rhetorical devices	Key Objective
Past tense 3 Sentence types	Key Objectives Formal register	Cohesion Purpose and audience	Cohesion through expounding points	commas) Sentence lengths	Modal verbs Passive voice	3 Sentence types Sentence lengths	Formal register Passive voice	Past tense 3 Sentence types
Sentence lengths	Expanded range of subordination	Setting and character description	Expanded range of	Expanded range of	Conjunctions of time	Modal verbs	Comparatives and superlatives	Sentence lengths
Modal verbs	Parenthesis (brackets)	Imagery	subordination	subordination	Conjunctions of comparison	Setting and characterisation	Expanded range of subordination	Modal verbs
Setting and characterisation	Subheadings and other	Parenthesis	Lower frequency syntactic	Explanatories	Comparatives and superlatives	Imagery	Cohesion through expounding points	Characterisation
Imagery	signposting	Semicolons	change, e.g. fronted verbs,	Interrogatives	Expanded range of subordination	Cohesion through linking and		Imagery
Cohesion through linking and	Cohesion through expounding		fronted adjectives.	Cohesion through linking and	Figurative language (formal voice)	returning to ideas		Cohesion through linking and returning to
returning to ideas	points			returning to ideas	Cohesion through linking and returning to	Direct speech	Writing outcome	ideas
Direct speech	Adverbials	Writing outcome	Writing outcome	Colons for lists	ideas		Expected	Direct speech
Conjunctions of time	Semi-colons	Expected	Expected	Characterisation	Characterisation	Writing outcome	Children outline key points grouped	
Parenthesis (dashes and		Children outline key points	Children outline key points	Conjunctions of time		Expected	appropriately and include all of the	
commas)	Writing outcome	grouped appropriately and	grouped appropriately and	Mariaina	Writing outcome	Children sustain a detailed	above features written 95%	Writing outcome
Writing outcome	Expected Children outline key points	include all of the above features written 95% accurately in terms	include all of the above features written 95%	Writing outcome Expected	Expected Children group ideas chronologically in a	narrative in the third person and include all of the above features	accurately in terms of punctuation, grammar and spelling.	Expected Children sustain a detailed description in the
Expected	grouped appropriately and	of punctuation, grammar and	accurately in terms of	Children group ideas in a	cohesive manner emphasising particular	written 95% accurately in terms	grammar and spennig.	third person and include all of the above
Children sustain a detailed	include all of the above features	spelling.	punctuation, grammar and	cohesive manner emphasising	ideas, feelings and significant events to	of punctuation, grammar and	Greater Depth	features written 95% accurately in terms of
narrative in the third person	written 80% accurately in terms	spennig.	spelling.	particular thoughts and	create well established themes and include	spelling.	Children exercise authorial control	punctuation, grammar and spelling.
and include all of the above	of punctuation, grammar and	Greater Depth	Sperming.	feelings to create well	all of the above features written 95%	- SpeB.	through purposeful control of taught	panotaution, grammar and spennigh
features written 80%	spelling.	Children exercise authorial	Greater Depth	established themes and include	accurately in terms of punctuation, grammar	Greater Depth	devices, e.g. emphasising rhetorical	Greater Depth
accurately in terms of		control through purposeful	Children exercise authorial	all of the above features	and spelling.	Children exercise authorial	points through carefully crafted	Children exercise authorial control through
punctuation, grammar and	Greater Depth	control of taught devices, e.g.	control through purposeful	written 95% accurately in terms		control through purposeful	figurative language while maintaining	purposeful variation of some of the above,
spelling.	Children begin to exercise	Emphasising a point through	control of taught devices,	of punctuation, grammar and	Greater Depth	variation of some of the above,	a formal tone.	e.g. precise degrees of possibility through
	authorial control through	syntactical changes such as using	e.g. Emphasising a point	spelling.	Children exercise authorial control through	e.g. precise degrees of possibility		modal verbs; returning to ideas of
Greater Depth	purposeful control of taught	the passive voice; drawing out	through syntactical		purposeful control of taught devices, e.g.	through modal verbs; returning		significance at pivotal points through good
Children begin to exercise	devices, e.g. summarising	complex ideas such as ambiguity	changes such as using the	Greater Depth	using modal verbs to form generalisations;	to ideas of significance at pivotal		control of cohesion; varied sentence lengths
authorial control through	information in order to	through repetition of	passive voice; drawing out	Children begin to exercise	using knowledge of the character to engage	points through good control of		
purposeful variation of some	emphasise an important point;	interrogatives and statements of	complex ideas such as	authorial control through	with audience expectation, e.g. 'you may be forgiven for expecting that Anning had	cohesion; varied sentence		
of the above, e.g. precise degrees of possibility	drawing attention to particular features, e.g. 'as the title	uncertainty.	ambiguity through repetition of interrogatives	purposeful control of taught devices, e.g. Emphasising a	persevered with her excavation.'	lengths.		
degrees of possibility through modal verbs;	suggests'; engagement with the		and statements of	devices, e.g. Emphasising a point through syntactical	persevered with her excavation.			
returning to ideas of	audience at key parts, e.g. 'you		uncertainty.	changes such as using the				
significance at pivotal points	may think that'		uncertainty.	passive voice; drawing out				
through good control of	may think that			complex ideas such as				
cohesion; varied sentence				ambiguity through repetition of				
lengths.				interrogatives and statements				
				of uncertainty.				
What impact did World War I and World		Why do people decide to resettle?		What is Evolution? (Science)		How can I find my	Why is a successful	Why did the Islamic Golden
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wai 2 have on people: (History)		(Geography)				•	•	
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