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| **Year 6** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Journey to the River Sea******(Darwin & Rainforests)*** | ***Goodnight Mr Tom******(Britain at War)*** | ***Clockwork******(Plantagenet’s)*** | ***Macbeth / Sir Gawain******(Plantagenet’s)*** | ***Beowulf******(Anglo-Saxons)*** | ***Rain Player******(The Maya)*** |
| * Letter writing
* Character description
* Setting description
* Guide to rainforest

Big Write:* Write chapter to book using skills learnt to describe forest, characters and use of commas to add clarity and meaning.
 | * Recount
* Setting description
* News report
* Letter writing

Big Write:* Non chronological report about evacuation and the impact on families and children during WW2.
 | * Character description (Dr Kalmenious)
* Recount
* Persuasive argument.
* Advert.
* Information text about Great Clock of Glockenheim.

Big Write:* Use skills learnt across unit to retell the story from another characters point of view.
 | Macbeth:* Poetry
* Setting description
* Persuasive letter.
* News report

Big Write - Balanced argument.Sir Gawain:* Setting description
* Advert
* Balanced argument.

Big Write – Writing alternative ending.  | * Invitation
* Setting description in third person.
* Recount.
* Create own character.

Big Write – Write alternative prophecy.  | * Diary
* Letter writing
* Setting description.

Big Write – Write alternative chapter.  |
| * Recap Using **articles** – definite and indefinite
* Using **commas** to add detail using **subordinate clauses**
* Using **relative clauses** [dfn: a type of **subordinate clause** that makes the meaning of the noun more specific. e.g. My brother, who lives in France, drives a blue van.)
* Recap using **apostrophes** for **possession and omission**
* Using **passive** and **active** voice {dfn: most sentences are in the active voice with the subject acting upon the object. This can be reversed to create sentence variety with the object being acted upon by the subject]
* Recap using **Prepositions** [dfn: indicates a relationship often in time or space between nouns or noun phrases and other parts of the clause] e.g. across, in, at under, with, before, after, during, because of
 | * Recap using **adverbials (including fronted)**
* Using **brackets, dashes or commas** to indicate **parenthesis**
* Using **adverbs** to indicate degrees of possibility (**modal verbs**) [dfn: modal verbs express degrees of possibility, probability and certainty. The core modal verbs are: can, could, may, might, shall, should, will, would, must, perhaps and surely]
* Recap using **headings** and **sub-headings** to aid presentation an layout Also column, bullets, symbols, use of colour and tables to structure text
* Recap Using **adjectives** to expand **noun phrases e.g** *the teacher*expanded to*the strict maths teacher with curly hair* (note: teach to only include adjectives and preposition – not a verb as this makes a clause not a phrase)
 | * **Recap all terminology from previous terms.**
* Use of colons **colons in a list.**
* Using **synonyms** and **antonyms**
* Using **subjunctive forms** in very formal writing Dfn: verb forms that express possibility, mood, desire or suggestion] e.g. If I were rich I would…Were they to be late…
* Recap using **adverbials** to link ideas across paragraphs e.g. on the other hand, in contrast, or as a consequence Move on to other **cohesive devises** e.g. repetition of word or phrase and ellipsis
* Using the semi-colon, colon and dash to mark the boundary between independent clauses
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