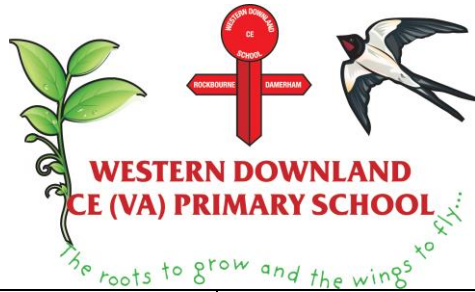


Overview Yr 6	Term 1		Term 2		Term 3	
Stimulus themes /topics	Pole to Pole	Being Human	Out of Africa	Mission to Mars	Shakespeare	Shakespeare
Reading for pleasure and reading independence	Willard Price	The Wind Singer-in preparation for Spring 1	Journey and Fantasy stories	Completion of The Windsinger Rabbits by Shaun Tan	Animated Tales Macbeth	Animated Tales Romeo and Juliet
Reading range and focus: whole class		WWI poetry-For the Fallen The Arrival-Shaun Tan	The Windsinger	Non-fiction: Earth in Space The Island-RE	The Windsinger	
Writing Purpose and range	To entertain-narrative-spy-fi  To instruct-how to built a shelter	<b>To express emotions</b> <b>inform</b> -Poetry <b>To inform</b> -a response to an alien <b>To explain</b> -how the human body works <b>To instruct</b> -how to prolong the life of a human body	<b>To entertain</b> -Narrative-fantasy quests/journeys 500 word stories <b>To persuade</b> -how did the dinosaurs become extinct? <b>To discuss</b> -Should we still have zoos?	<b>Explanatory text.</b> Purpose-Explain. Linked to Mission to Mars: <ul style="list-style-type: none"> <li>Explain why the moon appears to change shape in the sky.</li> <li>Explain why we have seasons</li> </ul> <b>Poetry:</b> Purpose-Describe.	To write to entertain-narrative-  To write to persuade-Persuasion: Purpose-Change a view point. (Advice)	Poetry: Purpose-Describe.  Narrative: Purpose-entertain.
Sentence grammar and punctuation skills linked to reading models and writing journeys	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Punctuation of bullet points to list information	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)  Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  How hyphens can be used	SS Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)  Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. It's raining; I'm fed up.)  Use of the colon to introduce a list	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  Use of commas to clarify meaning or avoid ambiguity  Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> )	Use of commas to clarify meaning or avoid ambiguity  SS: Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) (Unit 3 Non fiction)  Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Use of commas to clarify meaning or avoid ambiguity  Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)



		to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover				
Talk/Spoken Language: skills, opportunities and outcomes		Discussion-should we allow the aliens to come?	ask relevant questions to extend their understanding and build vocabulary and knowledge <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions and explanations		<ul style="list-style-type: none"> <li>•Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>•Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>•Learning a wider range of poetry by heart.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>
Special Events			Natural History Museum	World Book day Book Character Day	Sponsored walk	Residential to Wales Variety show
Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching)		Words ending in –ant, –ance/–ancy, –ent, –ence/–ency  Words ending in –able and –ible	Adding suffixes beginning with vowel letters to words ending in –fer  Words containing the letter-string ough	Use of the hyphen Words with the /i:/ sound spelt ei after c  Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Homophones and other words that are often confused Homophones and other words that are often confused
Site of Application opps.	<b>Autumn 1</b> Narrative Instruction Poetry	<b>Autumn 2</b> <b><u>To instruct- how to prolong the life of a human body</u></b>	<b>Spring 1</b> <b><u>To inform-diary entry</u></b> <b><u>To entertain-500 words</u></b>	<b>Spring 2</b> <b><u>To describe- Poetry</u></b> <b><u>To entertain- Narrative</u></b> <b><u>To persuade-Argument and discussion</u></b> <b><u>To explain-explanation</u></b>	<b>Summer 1</b> <b><u>Explanation-mythical beast extinction</u></b> <b><u>Narrative-</u></b>	<b>Summer 2</b> <b><u>Poetry-Shakespeare</u></b> <b><u>Recount-Romeo and Juliet</u></b>

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)