



Year 6 - Autumn Term

	Week 1 WC 7 th Sept	Week 2 WC 14 th Sept	Week 3 WC 21 st Sept	Week 4 WC 28 th Sept	Week 5 WC 5 th Oct	Week 6 WC 12 th Oct	Week 7 WC 19 th Oct
Autumn Term 1	Assessment			<p><u>Text - Fiction</u> Fireweed (RS)</p> <p><u>Reading Focus (2)</u> <u>Year 5 Recap</u> -Explore the meaning of new words - Predict what might happen next from details stated <u>Year 6</u> -Explore the meaning of words in context -Predict what might happen next from details stated and implied.</p> <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u> - Select appropriate grammar and vocabulary -In narratives, describe characters (expanded noun phrases, physical</p>	<p><u>Text - Fiction</u> Fireweed (RS)</p> <p><u>Reading Focus (2)</u> <u>Year 5 Recap</u> -Explore the meaning of new words -Draw inferences such as characters' feelings thought and motives from their actions <u>Year 6</u> -Explore the meaning of words in context -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence.</p> <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u> -Link ideas across paragraphs (conjunctions)</p>	<p><u>Text - Fiction</u> Fireweed (RS)</p> <p><u>Reading Focus (2)</u> <u>Year 5 Recap</u> -Explore the meaning of new words -Draw inferences such as characters' feelings thought and motives from their actions <u>Year 6</u> -Explore the meaning of words in context -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence.</p> <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u> -Link ideas across paragraphs (conjunctions)</p>	<p><u>Text - Non-fiction</u> Information Leaflets (Bomber Command)</p> <p><u>Reading Focus (2)</u> <u>Year 5 Recap</u> -Retrieve, record and present information from non-fiction. <u>Year 6</u> -Distinguish between statement of fact and opinion. -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u> -Use presentational devices to structure text [headings] - Note and develop initial ideas, drawing</p>



		<p>appearance, personality)</p> <p><u>Year 6</u></p> <p>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-In narratives describe characters (show not tell, character actions and behaviour)</p> <p><u>Spelling/Grammar Focus</u></p> <p>-there, their, they're</p> <p>-your, you're</p> <p>-to, too, two (x5 15 mins)</p>	<p>-In narratives, describe characters (expanded noun phrases, physical appearance, personality)</p> <p><u>Year 6</u></p> <p>-Link ideas across paragraphs using a wider range of cohesive devices (adverbials such as on the other hand, in contrast)</p> <p>-In narratives describe characters (show not tell, character actions and behaviour)</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Standard English (was, were) (x5 15 mins)</p>	<p>-In narratives, describe characters (expanded noun phrases, physical appearance, personality)</p> <p><u>Year 6</u></p> <p>-Link ideas across paragraphs using a wider range of cohesive devices (adverbials such as on the other hand, in contrast)</p> <p>-In narratives describe characters (show not tell, character actions and behaviour)</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Capital letters</p> <p>-Commas (x5 15 mins)</p>	<p>on reading and research where necessary</p> <p><u>Year 6</u></p> <p>-Use further organisational and presentational devices to structure text and to guide the reader [bullet points]</p> <p>-Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (If I were, Were they)</p> <p><u>Spelling/Grammar Focus</u></p> <p>(x5 15 mins)</p> <p>-Dashes</p> <p>-Brackets</p> <p>-Formality</p>
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	Week 1 WC 2 nd Nov	Week 2 WC 9 th Nov	Week 3 WC 16 th Nov	Week 4 WC 23 rd Nov	Week 5 WC 30 th Nov	Week 6 WC 7 th Dec	Week 7 WC 14 th Dec
Autumn Term 2	<u>Text - Non-fiction</u> Information Leaflets	<u>Text - Fiction</u> Fireweed (RS)	<u>Text - Fiction</u> Fireweed (RS)	<u>Text - Fiction</u> Fireweed (RS)	<u>Text - Fiction</u> Fireweed (RS)	<u>Text - Fiction</u> Play script	<u>Text</u> Play script



	<p>(Bomber Command)</p> <p><u>Reading Focus (2)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Explore the meaning of new words -Identify how structure and presentation contribute to meaning. <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Explore the meaning of words in context - Identify how language, structure and presentation contribute to meaning. <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> - Identify the audience for the writing, selecting the appropriate form and using other similar writing as models for their own - Use a wide range of devices to build cohesion within (then, after, that, this, firstly) and across paragraphs 	<p><u>Reading Focus (2)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Explore the meaning of new words -Identify how language contributes to meaning <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Explore the meaning of words in context - Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader. <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary - Use commas to clarify meaning - Describe settings <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<p><u>Reading Focus (2)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Explore the meaning of new words -Identify how language contributes to meaning <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Explore the meaning of words in context - Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader. <p><u>Writing Focus (3)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary -Link ideas across paragraphs (conjunctions) - Describe settings <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Select appropriate grammar and vocabulary, understanding how such choices can 	<p><u>Reading Focus (2)</u> <u>Year 5 Recap</u></p> <ul style="list-style-type: none"> -Explore the meaning of new words -Draw inferences such as characters' feelings thought and motives from their actions <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Explore the meaning of words in context -Draw inferences such as characters' feelings thought and motives from their actions; 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	<p>(later, nearby, secondly, he had) -Proof-read for spelling errors</p> <p><u>Year 6</u></p> <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis <p>-Proof-read for punctuation errors</p> <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Verb forms</p>	<ul style="list-style-type: none"> - Use commas to avoid ambiguity - Describe settings and atmosphere <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Commas</p>	<p>change and enhance meaning</p> <ul style="list-style-type: none"> -Link ideas across paragraphs using a wider range of cohesive devices (adverbials such as on the other hand, in contrast) - Describe settings and atmosphere <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Conjunctions</p>	<p>change and enhance meaning</p> <ul style="list-style-type: none"> -Link ideas across paragraphs using a wider range of cohesive devices (adverbials such as on the other hand, in contrast) - Describe settings and atmosphere <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Appropriate vocabulary choices</p>	<p>and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> - Ensure the consistent and correct use of tense throughout a piece of writing <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Tense</p>	<ul style="list-style-type: none"> -Select appropriate grammar and vocabulary - Use further organisational and presentational devices to structure text and to guide the reader <p><u>Year 6</u></p> <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Use brackets, dashes or commas to indicate parenthesis <p><u>Spelling/Grammar Focus</u> (x5 15 mins) -Parenthesis</p>	<ul style="list-style-type: none"> -Select appropriate grammar and vocabulary - Use further organisational and presentational devices to structure text and to guide the reader - Perform their own compositions, using appropriate volume, and movement so that meaning is clear <p><u>Year 6</u></p> <ul style="list-style-type: none"> - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Use brackets, dashes or commas to indicate parenthesis - Perform their own compositions, using
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							<p>appropriate intonation, volume, and movement so that meaning is clear</p> <p><u>Spelling/Grammar</u> <u>Focus</u> (x5 15 mins) -Parenthesis</p>
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