



Year 6 - Spring Term

	Week 1 WC 4 th Jan	Week 2 WC 11 th Jan	Week 3 WC 18 th Jan	Week 4 WC 25 th Jan	Week 5 WC 1 st Feb	Week 6 WC 8 th Feb
Spring Term 1	<p>Texts: Non-Fiction</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Retrieve, record and present information -Check that the text makes sense, discuss their understanding and exploring the meaning of words in context -Asking questions to improve their understanding <p><u>Writing Focus - Character Description</u></p> <ul style="list-style-type: none"> -Consider how authors have developed characters and settings in what they have read, listened to or seen performed -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Texts: Clockwork/River Boy</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Read books that are structured in different ways and read for a range of purposes -Exploring the meaning of words in context -Provide reasoned justifications for their views -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Identify themes and conventions in a wide range of writing <p><u>Writing Focus - Character Description</u></p> <ul style="list-style-type: none"> -Use other similar writing as models for their own -Note and develop initial ideas, drawing on reading 	<p>Texts: Clockwork/River Boy</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence -Predict what might happen next from details stated and implied -Identify how language, structure and presentation contribute to meaning -Discuss and evaluate how authors use of language, considering the impact on the reader <p><u>Writing Focus - Character Description</u></p> <ul style="list-style-type: none"> -Identify the audience for and purpose of the writing and selecting the appropriate form -Describing settings, characters and atmosphere 	<p>Texts: Clockwork/River Boy</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Check that the text makes sense, discuss their understanding and exploring the meaning of words in context -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -Explain and discuss their understanding of what they have read -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence -Identify how language, structure and presentation contribute to meaning <p><u>Writing Focus - Letter</u></p>	<p>Texts: SAT's Practice Tests</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence -Retrieve, record and present information -Explore the meaning of words in context <p><u>Writing Focus - Letter</u></p> <ul style="list-style-type: none"> -Use other similar writing as models for their own -Note and develop initial ideas, drawing on reading and research where necessary -Link ideas across paragraphs using a wider range of cohesive devices: -Use expanded noun phrases to convey complicated information concisely 	<p>Texts: SAT's Practice Tests</p> <p><u>Reading Focus</u></p> <ul style="list-style-type: none"> -Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence -Retrieve, record and present information -Explore the meaning of words in context <p><u>Writing Focus - Letter</u></p> <ul style="list-style-type: none"> -Identify the audience for and purpose of the writing and selecting the appropriate form -Use further organisational and presentational devices to structure text and to guide the reader -Use a wide range of devices to build cohesion -Craft longer passages -Assess the effectiveness of their own writing



	<p>-Describing settings, characters and atmosphere</p> <p>-Use a wide range of devices to build cohesion</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Identify subject/object of a sentence</p> <p>-Y5/6 Spelling List</p>	<p>and research where necessary</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Active and passive voice</p> <p>-Y5/6 Spelling List</p>	<p>-Use a wide range of devices to build cohesion</p> <p>-Craft longer passages</p> <p>-Assess the effectiveness of their own writing</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Hyphens</p> <p>-Y5/6 Spelling List</p>	<p>-Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Standard English</p> <p>-Y5/6 Spelling List</p>	<p>-Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Semi-colon</p> <p>-Y5/6 Spelling List</p>	<p>-Proof-read for spelling and punctuation errors</p> <p><u>Spelling/Grammar Focus</u></p> <p>-Tense</p> <p>-Y5/6 Spelling List</p>
--	--	--	---	---	---	--

	Week 1 WC 22 nd Feb	Week 2 WC 1 st Mar	Week 3 WC 8 th Mar	Week 4 WC 15 th Mar	Week 5 WC 22 nd Mar	Week 6 WC 29 th Mar
Spring Term 2	<p>Texts: Non-Fiction</p> <p><u>Reading Focus</u></p> <p>-Check that the text makes sense, discuss their understanding and exploring the meaning of words in context</p>	<p>Texts: Poem</p> <p><u>Reading Focus</u></p> <p>-Learning a wider range of poems by heart</p> <p>-Prepare poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>Texts: Poem</p> <p><u>Reading Focus</u></p> <p>-Identify how language, structure and presentation contribute to meaning</p> <p>-Discuss and evaluate how authors use of language, including figurative</p>	<p>Texts: Fiction</p> <p><u>Reading Focus</u></p> <p>-Identify themes and conventions in a wide range of writing</p> <p>- Making comparisons within and across books</p>	<p>Texts: SAT's Practice Paper</p> <p><u>Reading Focus</u></p> <p>-Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence</p>	<p>Texts: SAT's Practice Paper</p> <p><u>Reading Focus</u></p> <p>-Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence</p>



<p>-Distinguish between statement of fact and opinion -Retrieve, record and present information from non-fiction</p> <p><u>Writing Focus - Myths and Legends</u> -Consider how authors have developed characters and settings in what they have read, listened to or seen performed -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -Use a wide range of devices to build cohesion</p> <p><u>Spelling/Grammar Focus</u> -Word Classes-Spelling Rule - ous</p>	<p>intonation, tone, volume and action -Check that the text makes sense, discuss their understanding and exploring the meaning of words in context</p> <p><u>Writing Focus - Myths and Legends</u> -Use other similar writing as models for their own -Note and develop initial ideas, drawing on reading and research where necessary</p> <p><u>Spelling/Grammar Focus</u> -Functions of sentences -Spelling Rule - tial/cial</p>	<p>language, considering the impact on the reader -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><u>Writing Focus - Myths and Legends</u> -Identify the audience for and purpose of the writing and selecting the appropriate form -Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -Use a wide range of devices to build cohesion -Craft longer passages -Assess the effectiveness of their own writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p><u>Spelling/Grammar Focus</u> -Clauses -Spelling Rule - ent/ence/ency</p>	<p><u>Writing Focus - Non-chronological Report</u> -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 -Recognise vocabulary and structures that are appropriate for formal speech and writing -Use a colon to introduce a list -Punctuate bullet points consistently</p> <p><u>Spelling/Grammar Focus</u> -Verb forms/tense consistency -Spelling Rule - ant/ance/ancy</p>	<p>-Retrieve, record and present information -Explore the meaning of words in context</p> <p><u>Writing Focus - Non-chronological Report</u> -Use other similar writing as models for their own -Note and develop initial ideas, drawing on reading and research where necessary - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, columns, tables] -Link ideas across paragraphs using a wider range of cohesive devices -Use expanded noun phrases to convey complicated information concisely</p> <p><u>Spelling/Grammar Focus</u> -Punctuation -Spelling Rule - able/ible</p>	<p>-Retrieve, record and present information -Explore the meaning of words in context</p> <p><u>Writing Focus - Non-chronological report</u> -Identify the audience for and purpose of the writing and selecting the appropriate form -Use further organisational and presentational devices to structure text and to guide the reader -Use a wide range of devices to build cohesion -Craft longer passages -Assess the effectiveness of their own writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p><u>Spelling/Grammar Focus</u> -Formality -Spelling Rule -Suffixes after 'n'</p>
---	--	---	---	---	---

