



Year 6 - Autumn Term

	Week 1 WC 6 th Sept	Week 2 WC 13 th Sept	Week 3 WC 20 th Sept	Week 4 WC 27 th Sept	Week 5 WC 4 th Oct	Week 6 WC 11 th Oct	Week 7 WC 18 th Oct
Autumn Term 1	Text: Holes						
	<p>Spelling:</p> <ul style="list-style-type: none"> -ed (shrivelled) -ly (usually) <p>Reading: p3-5</p> <ul style="list-style-type: none"> -Vocabulary -Prediction/Inference -Using evidence from the text to support answers <p>Writing: Maya Creation Story</p> <ul style="list-style-type: none"> -Identify features -Expanded noun phrases -Range of sentences -Commas to mark clauses 	<p>Spelling:</p> <ul style="list-style-type: none"> -fer (preferred) -hyphens (no-good-dirty-rotten-pig-stealing-great-great-grandfather) <p>Reading: p6-10</p> <ul style="list-style-type: none"> -Vocabulary -Inference (characters) -Using evidence from the text to support answers <p>Writing: Maya Creation Story Modelled/Whole Class Write</p> <ul style="list-style-type: none"> -Sequencing/planning -Draft (focus on content) -Write (handwriting focus) -Edit (spelling and grammar focus) 	<p>Spelling:</p> <ul style="list-style-type: none"> -ly (originally, hastily) -tion (violation) <p>Reading: p11-15</p> <ul style="list-style-type: none"> -Vocabulary -Authorial intent <p>Writing: Maya Creation Story Independent Write - Christian Creation Story</p> <ul style="list-style-type: none"> -Plan (sequence, vocabulary, key features) -Write (Write Away Books) -Edit (spelling, grammar and punctuation) 	<p>Spelling:</p> <ul style="list-style-type: none"> -ei after c (society) -double letters (assigned) <p>Reading: p16-20</p> <ul style="list-style-type: none"> -Vocabulary -Compare and contrast characters -Using evidence from the text to support answers <p>Writing: Non-Fiction Yellow Spotted Lizards</p> <ul style="list-style-type: none"> -Identify features -Conjunctions -Relative clauses -Semi-colon 	<p>Spelling:</p> <ul style="list-style-type: none"> -auto (automatically) -able (despicable) <p>Reading: p21-25</p> <ul style="list-style-type: none"> -Vocabulary -Summarise (character's feelings/experiences) <p>Writing: Non-Fiction Yellow Spotted Lizards Modelled/Whole Class Write</p> <ul style="list-style-type: none"> -Plan (structure, layout, headings) -Draft (technical vocabulary, accurate facts) -Write (handwriting) -Edit (spelling, grammar, punctuation) 	<p>Spelling:</p> <ul style="list-style-type: none"> -sion (impression) -silent letters (assigned) <p>Reading: p26-31</p> <ul style="list-style-type: none"> -Vocabulary -Authorial intent - flashback purpose <p>Writing: Non-Fiction Independent Write - Yellow Spotted Lizards</p> <ul style="list-style-type: none"> -Research -Plan (use correct structure and layout) -Write (Write Away books) -Edit (spelling, grammar and punctuation) 	<p>Spelling:</p> <p>SAT's SPAG Test</p> <p>Reading:</p> <p>SAT's Reading Test</p> <p>Writing:</p> <p>-Publish one of the pieces of writing from this term.</p>

	Week 1 WC 1 st Nov	Week 2 WC 8 th Nov	Week 3 WC 15 th Nov	Week 4 WC 22 nd Nov	Week 5 WC 29 th Nov	Week 6 WC 6 th Dec	Week 7 WC 13 th Dec
Autumn Term 2	Text: Holes						
	<p>Spelling:</p> <ul style="list-style-type: none"> -ant/ent (reluctantly) -ous (preposterous) <p>Reading: p32-40</p> <ul style="list-style-type: none"> -Vocabulary 	<p>Spelling:</p> <ul style="list-style-type: none"> -tial/cial (initials, commercial) -homophones (stationery) <p>Reading: p41-47</p> <ul style="list-style-type: none"> -Vocabulary 	<p>Spelling:</p> <ul style="list-style-type: none"> -phy (physical) -tion (condition) <p>Reading: p59-63</p> <ul style="list-style-type: none"> -Vocabulary -Prediction (tube) 	<p>Spelling:</p> <ul style="list-style-type: none"> -ant/ent (distant) -sion (discussion) <p>Reading: p64-68</p> <ul style="list-style-type: none"> -Vocabulary -Inference (The Warden) 	<p>Spelling:</p> <ul style="list-style-type: none"> -para (paranoid) -able/ible (presumably) <p>Reading: p69-76</p> <ul style="list-style-type: none"> -Vocabulary 	<p>Spelling:</p> <ul style="list-style-type: none"> -prefixes and suffixes (un-earth-ed) <p>Reading: p80-87</p> <ul style="list-style-type: none"> -Vocabulary -Inference (Stanley/Zero) 	<p>Spelling:</p> <p>SAT's SPAG Test</p> <p>Reading:</p> <p>SAT's Reading Test</p>



	<p>-Authorial intent - flashback purpose</p> <p><u>Writing: Newspaper Report</u></p> <ul style="list-style-type: none"> -Identify features -Orientation -Openers/conjunctions to link paragraphs -Cohesion 	<p>-Authorial intent (purpose of chapter 8)</p> <ul style="list-style-type: none"> -Inference (all characters) <p><u>Writing: Newspaper Report</u> <u>Modelled/ Whole Class Write</u></p> <ul style="list-style-type: none"> -Planning (use layout of newspaper as plan) -Draft (key information, how to convert notes to sentences) -Write (focus on handwriting) -Edit (focus on cohesion, is it in order, does it make sense, is it repetitive?) 	<p>-Using evidence from the text to support answers</p> <p><u>Writing: Newspaper Report</u></p> <ul style="list-style-type: none"> -Plan (order, vocabulary, key features) -Write (Write Away Books) -Edit (spelling, grammar and punctuation) 	<p><u>Writing: Poetry</u></p> <ul style="list-style-type: none"> -Identify features -Language features (simile, metaphor, personification) -Vocabulary (ambitious, emotive) -Structure 	<p>-Authors choice of language</p> <p><u>Writing: Poetry</u> <u>Modelled/Whole Class Write</u></p> <ul style="list-style-type: none"> -Plan (convert story to poem) -Draft (paragraphs become verses) -Write (focus on handwriting and structure) -Edit (spelling, punctuation, grammar and cohesion) 	<p>-Prediction (Stanley/seeds)</p> <p><u>Writing: Poetry</u> <u>Independent Write</u></p> <ul style="list-style-type: none"> -Plan (story to retell, paragraphs to verses) -Write (Write Away Books) -Edit (focus on spelling, punctuation, grammar and cohesion) 	<p><u>Writing:</u></p> <p>Publish one of the pieces of writing from this term.</p>
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