

Year 6 Autumn term

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	Explain- what words would you use to explain how Oliver is feeling? Explain how you know this using evidence from the text. Why do you think that Fagin has allowed Oliver to live with them?	Retrieval- What word tells us Oliver is frustrated? What evidence can you find to prove Oliver is different from all the other boys?	Summary – Can you recall the events from this chapter?	Inference - What do you remember about Victorian workhouses from your history lessons in previous years? Why is Oliver Twist happy to have found Fagin, Dodger and the other boys?	Summarise/Vocabulary – clarify the meaning of unknown words in the poem.	Retrieve/Explain - What themes can you identify between these poems? What poetic techniques can you spot in this poem?	Inference- How does the poet make you feel when you read it? What perspective does the poet use? What is this an example of?
Quality text	Oliver Twist				101 poems Alma – Film narrative from Literacy Shed		
Genre	Narrative Fiction				Narrative Poetry		
Curriculum links	What did buildings look like back then? (Art)				Can we grow our own salad? (DT)		
Assessment (reading)	Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions. Show, discuss and explore their understanding of the meaning of vocabulary, where the context makes the meaning plain. Explain challenging words by using other known words.				Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference.		
Assessment (writing)	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Spell some common homophones from the KS2 spelling appendix. Think about the effect of vocabulary choices. Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; use subordinating conjunctions. Use modal verbs e.g. could, should, might, will. Choose tense which is usually appropriate.				Confidently and independently write poems which are effective, in a variety of forms. Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6. Create expanded noun phrases to convey information and description. Writing is legible and fluent. (Quality may not be maintained at speed.)		

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	Predict – what can you predict based on the front cover? How do you think Tom/ Willie will react to....?	Retrieve - Find 3 words or phrases that describe Tom. What techniques has the author used here to show the dialect and mannerisms of the way Tom talks? Can you pick out any language that is used to describe the countryside?	Explain/Infer- What do we know about the Blitz during WW2? How has Tom changed? What actions, words or phrases make you think this? What emotion does this evoke from the reader considering what we know about Willie's home life?	Summarise- Summarise the letter Willie's mum wrote to Tom. Why do you think Willie 'stared uneasily' at Tom after reading the letter?	Predict- who is this new character? What are his intentions? Make a prediction about how, when and why Michael is going to see the Skellig again  Explain/Infer - Which words describe the man lying in the darkness? How has the writer made you feel so far?	Retrieve - Find a phrase or word in the text that shows the garage is in a poor state. p3 Find two examples of possible foreshadowing in Chapter Two.	Vocabulary- What does the phrase 'danger money' mean? What is symbolic about the blackbirds in the text? How does the writer introduce the "man" in the garage? Why does he do it that way?
Quality text	Goodnight Mr Tom				Skellig		
Genre	Historical Fiction				Fantasy		
Curriculum links	What did buildings look like back then? (Art) How could Hitler have convinced a nation like Germany to follow him? (History)				Can we find out if the spider and the fly are related? (Science) Have we always looked like this? (Science)		
Assessment (reading)	Retrieve, record and present information from non-fiction texts Find key words or information. With guidance, form a simple summary across several paragraphs. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging other's views courteously. Develop the ability to explain what they know or have read, including through formal presentation and debate.				Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.		
Assessment (writing)	Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; use subordinating conjunctions. Use paragraphs to organise information around a theme. Use a range of devices to link time and place within and across paragraphs e.g. fronted adverbials. Sometimes include direct speech to indicate character or event. Describe characters, settings and plot within narrative writing. Create expanded noun phrases to convey information and description. Select vocabulary and grammar to suit formal and informal writing, mostly correctly.				Discuss and develop ideas; routinely use the drafting process before and during writing. Write a range of clause structures, varying their position within the sentence. Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently. Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. Organise writing into sections or paragraphs, including fiction and non-fiction.		

Year 6 Spring term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Prediction – Using the clues on the cover, why are the birds flying away? What does the tower have to do with the boy?	Explain- record quotes from the text which leave the reader asking questions. What does the word “terrorise” mean?	Retrieval/Inference- What do you think is the matter with Ade’s mum? What is your evidence for thinking this? What would you advise Ade’s mum to do? What emotions do they experience and what is your evidence?	Prediction- What will happen to Bruno? Will he turn? Now look at the blurb that the author has chosen - what does this add to your prediction? Why do you think they have chosen to give so little away?  Vocabulary - What language has been used to describe the new house in this chapter?	Inference- How do we know Bruno’s family are rich? What do <b>you</b> think that Bruno saw outside the window? Consider the clues that we have been given by the author. Father has no choice or say in what he does. Do you agree with this statement? Why? Why not? Use examples from the text.	Summarise - Why does Bruno really want to go home? What would his father say if he knew? What do we know of Lieutenant Kotler?  What is really going on in the story that Bruno is not aware of?
Quality text	Boy in the tower			Boy in the striped pyjamas		
Genre	Science Fiction Narrative			Historical Fiction Narrative		
Curriculum links	How is the climate changing? (Science) Where can we grow our own strawberry plants? (DT)			How could Hitler have convinced a nation like Germany to follow him? (History) What did buildings look like back then? (Art)		
Assessment (reading)	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Explain what they know or have read, including through formal presentation and debate, using notes where necessary. Distinguish fact from opinion with some success. Make comparisons within and across texts			Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Readily ask questions to enhance understanding. Discuss and comment on themes and conventions in a variety of genres. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others’ views courteously.		
Assessment (writing)	Discuss and develop ideas; routinely use the drafting process before and during writing. Write a range of clause structures, varying their position within the sentence. Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently. Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.			Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. Select vocabulary and grammar to suit formal and informal writing, mostly correctly. Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases. Summarise longer passages, when required. Use a dictionary and thesaurus to define words and expand vocabulary. Evaluate own and others’ writing; proof read, edit and revise.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Summarise- What has Stanley been through? Discuss his journey throughout the text.	Retrieval- How do we know Stanley feels upset? What phrases describe the atmosphere of the camp? Why do they treat the campers poorly?	Explain - Explain the significance of Zero mentioning that his mother had sung a lullaby. What happened when Stanley stole the truck? How do we know that Stanley is not accustomed to hard physical work?	Inference- Does this poem remind you of anything that you have seen, felt, read or that has happened to you? What language in the poem indicates that the story is from a long time ago?	Summarise - Is there anything in this poem that puzzles you? What questions would you like to ask of the poem?	Vocab – What do these words suggest about the setting? Find and highlight any words that relate to the characters mood.
Quality text	Holes			Poetry for Young People		
Genre	Adventure fiction			Poetry Narrative		
Curriculum links	How can we shelter from the storm? (DT) I'm a year 6 pupil, can you get me out of here? (Geography) Oliver Twist (English text Autumn 1)			How can we keep a cat fit and healthy? (DT) How does it help if we repeat ourselves? (Music)		
Assessment (reading)	Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Summarise main ideas from more than one paragraph, identifying key details which support these.			Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. Recite confidently more challenging poetry which has been learned by heart. Participate confidently in discuss about texts, expressing and justifying opinions, building on ideas, and challenging others' views courteously.		
Assessment (writing)	Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words Use discussion effectively to develop ideas and language, before and during writing. Accurately spell words with the full range of affixes - YR 5-6 appendix. Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense. Select vocab' and grammar confidently and precisely, to suit formal/ informal registers.			Discuss and develop initial ideas in order to plan and draft before writing. Writing is legible and fluent. Quality is usually maintained at speed. Use vocabulary which is precise. Use a dictionary and thesaurus with independence, to define words and expand vocabulary. Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.		

Year 6 Summer term

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Predict - What are some reasons why sailing around the world together as a family would be a Good/ Bad idea?	Explain- Describe the father when they meet again. What mood is he in? What does Kensuke suggest about the way they share the island?	Infer – what was the atmosphere between Michael and Kensuke like at the start? Do you think Kensuke has made the right decision? Explain your answer.	Vocabulary - What word could you use instead of 'creep'? Can you replace this simile with one that still creates a feeling of darkness?	Summarise- what will the gargoyles see through a window? What events occur in the story? Why are the gargoyles laughing?	Retrieve – Where has the book come from? What is the creature called, what does it eat, where does it live?
Quality text	Kensuke's Kingdom			Night of the gargoyles		
Genre	Historical fiction			Horror fiction		
Curriculum links	How can we shelter from the storm? (DT) I'm a year 6 pupil, can you get me out of here? (Geography) How can religious meaning be expressed through art? (RE) What do people believe happens after someone dies? (RE)			What do people believe happens after someone dies? (RE)		
Assessment (reading)	Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.			Distinguish between fact and opinion.  Retrieve, record and present information from non-fiction texts.  Identify key details which support main ideas; summarise content drawn from more than one paragraph; use quotations to illustrate viewpoint Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.  Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.  Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial.		
Assessment (writing)	Organise and shape paragraphs effectively. Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. Use a range of presentational devices, which clearly guide the reader. Spell accurately all words from the YR 5-6 statutory word list. Integrate dialogue effectively to convey and contrast characters, and advance the action.			Write and control a range of sentence structures including those which contain multiple clauses. When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures. Make precise vocabulary and grammatical choices. Evaluate; make assured changes to enhance effects and clarify meaning		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Predict- What do think the relationship between the two characters is? What will happen?	Infer/ Retrieve- Find the information which has given information on Anne. What does this tell us about her? What do these quotes tell us about the girls?	Summarise – write a timeline of the key events from the story. In what chapter is the mystery revealed? What happened after Anne?	Vocabulary – what does ... mean? What words are used to describe characters/ setting?	Explain - Why do you think Shakespeare chose to do this? What emotions are these characters feeling at these points? What do you think would make a good monologue?	Infer - How can you convey these emotions through facial expressions and body language? How can a character in a play convey their thoughts and feelings to an audience?
Quality text	Thief			Romeo and Juliet		
Genre	Science fiction			Shakespearian tragedy		
Curriculum links	How could Hitler have convinced a nation like Germany to follow him? (History) What do people believe happens after someone dies? (RE)			What did buildings look like back then? (DT)		
Assessment (reading)	Ask probing questions to enhance understanding; pose hypotheses. Make accurate and insightful comparisons within and across different texts. Able to pronounce homophones or near homophones appropriately e.g. advice /advise; prophecy/prophesy. Draw inferences including hidden meanings or play on words; explain and justify with textual evidence to support reasoning; make prediction which are securely rooted in the text. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Retrieve, record and present information from non-fiction texts, independently and creatively. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.			Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes. Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content); explain how they contribute to meaning. Confidently summarise content drawn from more than one paragraph; independently refer to quotations which illustrate viewpoint. Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.		
Assessment (writing)	Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words Write and control a range of sentence structures including those which contain multiple clauses. Organise and shape paragraphs effectively. Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense. Use a range of presentational devices, which clearly guide the reader. Integrate dialogue effectively to convey and contrast characters, and advance the action. When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures.			Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre. Recognise the subjunctive form. Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells. Present information with accurate use of the active and passive voice. Make precise vocabulary and grammatical choices. Evaluate; make assured changes to enhance effects and clarify meaning. Independently use a dictionary and thesaurus to define words and expand vocabulary.		