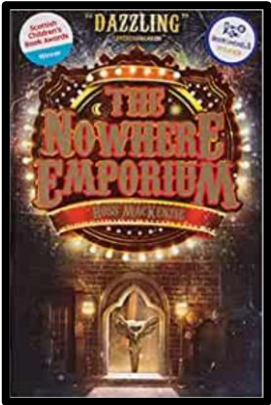
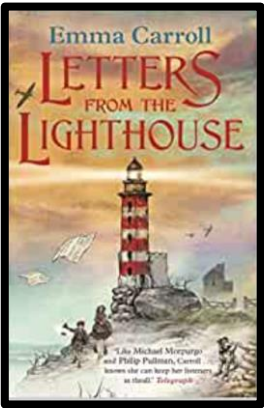
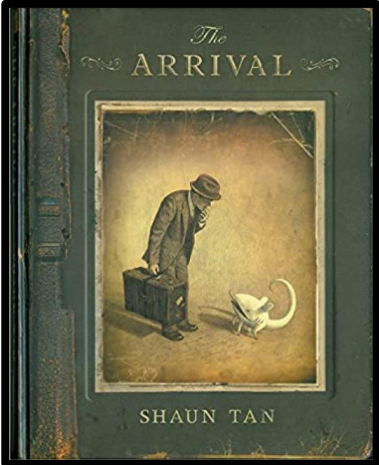


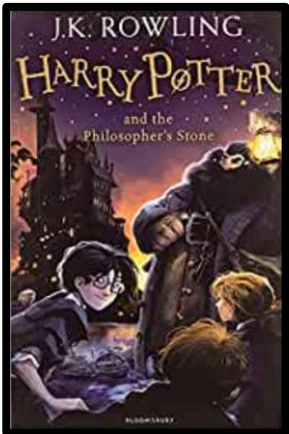
**Year 6 – English Curriculum**

**Autumn Term**

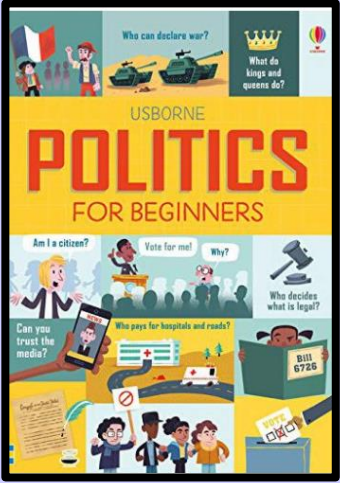
Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Setting Description	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>The Nowhere Emporium</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

3		Character Profile	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Letters from the Lighthouse</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
		Letters		

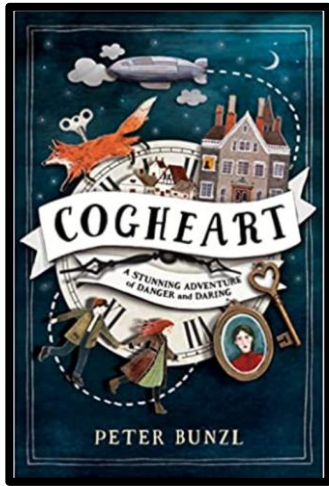
3		Dialogue between characters	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Write in third person.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use and punctuate speech accurately</li> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>The Arrival</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
	Narrative			

3		Non Chron – Fantastic Beasts	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Write in third person.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use and punctuate speech accurately</li> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Harry Potter – Philosophers Stone</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
	Alternative Ending Narrative			

**Spring Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Persuasive Letters	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use of formal tone and persuasive language (persuasive argument)</li> <li>• Use of first person and an informal tone (diary writing)</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Politics for Beginners</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

3



Newspaper Report

Grammar:

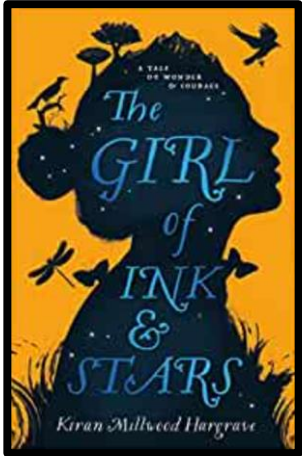
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs to indicate possibility
- Using conjunctions to express time and cause
- Use fronted adverbials
- Use similes to accurately describe events

Punctuation:

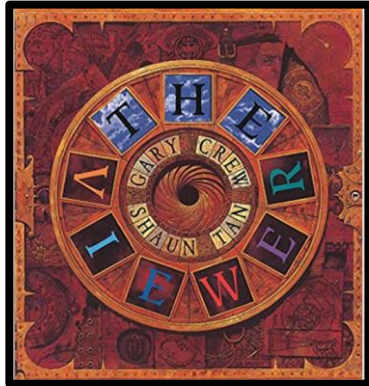
- Use brackets, dashes or commas to indicate parenthesis
- Use and punctuate speech accurately
- Use commas after fronted adverbials
- Use commas to clarify meaning or avoid ambiguity in writing

**Cogheart**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

4		Adventure Narrative	<p>Grammar:</p> <p>Punctuation:</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul>	<p><b>The Girl of Ink and Stars</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
		Diary Entry	<p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	

2



Setting Description

Grammar:

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs to indicate possibility
- Using conjunctions to express time and cause
- Use fronted adverbials
- Use similes to accurately describe events

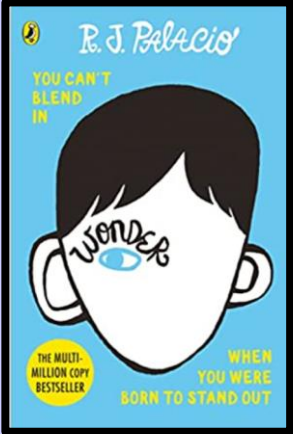
Punctuation:

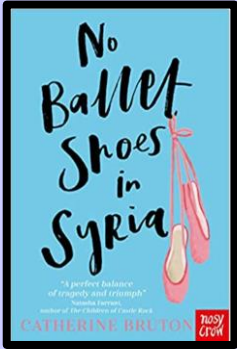
- Use commas after fronted adverbials
- Use commas to clarify meaning or avoid ambiguity in writing

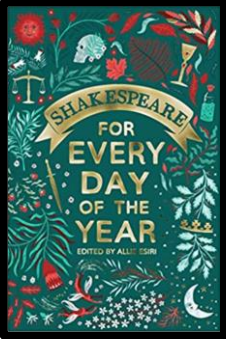
**The Viewer**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

**Summer Term:**

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
4		Diary Entry	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs to indicate possibility</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Wonder</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>

<p>3</p>		<p>Recount</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Using conjunctions to express time and cause</li> <li>• Use fronted adverbials</li> <li>• Use similes to accurately describe events</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Writing composition</li> </ul> <p>Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>No Ballet Shoes in Syria</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
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3		Poetry	<p>Grammar:</p> <ul style="list-style-type: none"><li>• Use expanded noun phrases to convey complicated information concisely</li><li>• Using conjunctions to express time and cause</li><li>• Use fronted adverbials</li><li>• Use similes to accurately describe events</li></ul> <p>Punctuation:</p> <ul style="list-style-type: none"><li>• Use commas after fronted adverbials</li><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Writing composition</li><li>• Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>	<p><b>Shakespeare for Everyday of the Year</b></p> <ul style="list-style-type: none"><li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• Asking questions to improve their understanding</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Predicting what might happen from details stated and implied</li><li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li></ul>
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