Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Name of Cross Curricular link- History/ Geography etc	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings	Anglo-Saxons & Vikings
LITERACY	**Stimulus** **Job Application** **Genre** **Non-fiction** LO: To identify the features of a persuasive letter and the purpose and audience of our writing. LO: To write a letter. LO: To write a letter. To propose changes to vocabulary, grammar and punctuation to enhance my writing. LO: To write a letter. To propose changes to vocabulary, grammar and punctuation to enhance my writing. **Genre:** **Formal letter** **GPS:** Formality Persuasive Modal verbs Rhetorical questions Fronted Adverbials Commas Emotive language Parenthesis	**Stimulus** **Holes** **Genre** **Fiction** LO: To note and develop initial ideas and identify the audience and purpose of writing. LO: To select appropriate grammatical features and vocabulary to enhance meaning for the intended audience. LO: To use organisation and presentational devices to structure text and guide the reader. LO: To write an information text about Camp Green Lake. **Genre:** **Information Text** **GPS:** Organisational devices (headings, subheadings, commas for lists, bullet points). Prepositions Passive verb form Picture, captions Relative clauses	**Stimulus** **Holes** **Genre** **Fiction** LO: To explore the features of a formal letter. LO: To note and develop initial ideas for a letter of complaint. LO: To note and develop initial ideas for a letter of complaint. LO: To write a letter of complaint about Camp Green Lake. **Genre:** **Formal letter of complaint to Camp Green Lake.** **GPS:** Conjunctions Modal verbs Parenthesis Question marks Formality Subjunctive form Expanded noun phrase Adverbials	**Stimulus** **Holes** **Genre** **Fiction** LO: To explore the features of a formal letter. LO: To note and develop initial ideas for a letter of complaint. LO: To note and develop initial ideas for a letter of complaint. LO: To write a letter of complaint. **Genre:** **Formal letter of complaint to a restaurant.** **GPS:** Conjunctions Modal verbs Parenthesis Question marks Formality Subjunctive form Expanded noun phrase Adverbials	**Stimulus** **Holes** **Genre** **Fiction** LO: To identify the features of a newspaper report. LO: To plan a newspaper report. LO: To write a newspaper report. LO: To write a newspaper report LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Newspaper Report** **GPS:** Organisational devices (columns, picture box, captions, by-line, article heading) Pat progressive & past perfect tense. Relative clause Command Direct speech.	**YEAR 6 ASSESSMENT WEEK**	**Stimulus** **Cloudy Lesson Video (Literacy Shed)** **Genre** **Narrative - Fiction** LO: To explore the features of a narrative and how to build suspense. LO: To note and develop initial ideas for a short story. LO: To write a short story. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Narrative - fiction** **GPS:** Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Name of Cross Curricular link- History/ Geography etc	Natural Disasters	Natural Disasters	Natural Disasters	Natural Disasters	Natural Disasters	Natural Disasters	Natural Disasters
LITERACY	**Stimulus** **WW1 Poems** **Genre** **Poetry** LO: To explore a war themed poem, identifying its features. LO: To adapt an existing poem and plan our own war poem. LO: To write a poem based upon a specific war theme. LO: To edit a poem following peer-assessment. LO: To perform own composition using appropriate intonation, volume, and movement so that meaning is clear. **Genre:** **War Poem** **GPS:** Poetry features (rhyme, repetition, metaphors, similes).	**Stimulus** Greta's Story **Genre** **Narrative - fiction** LO: To explore the devices of persuasive writing. LO: To note and develop initial ideas for a persuasive speech, considering the purpose and audience of our writing. LO: To write a persuasive speech. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Formal Speech** **GPS** Conjunctions Modal verbs Parenthesis Question marks Formality Subjunctive form Expanded noun phrase Adverbials Facts and figures	**Stimulus** Flood (picture book) **Genre** **Narrative - fiction** LO: To describe settings, characters and atmospheres for the book 'Flood'. LO: To plan a narrative, using a range of devices to build cohesion. LO: To plan a narrative, using a range of devices to build cohesion. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Narrative - fiction** **GPS:** Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis Show not tell	**Stimulus** Flood (picture book) **Genre** **Narrative - fiction** **Continued from week 3** LO: To write a narrative. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Narrative - fiction** **GPS:** Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis Show not tell	**Stimulus** Flood (picture book) **Genre** **Narrative - fiction** LO: To identify the features of a newspaper report. LO: To plan a newspaper report. LO: To write a newspaper report. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Newspaper Report** **GPS:** Organisational devices (columns, picture box, captions, by-line, article heading) Pat progressive & past perfect tense. Relative clause Command Direct speech.	**YEAR 6 ASSESSMENT WEEK**	**Stimulus** News Reports and Government websites **Genre** **Non-Fiction – Informative** LO: To identify and explore the features of a balanced argument. LO: To note and develop initial ideas for a balanced argument, considering the audience and the purpose for writing. LO: To write a balanced argument on the importance of PE in schools. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Balanced Argument about the importance of PE and PE funding in schools.** **GPS:** Adverbials of time & place Conjunctions Facts Parenthesis Conjunctions Formality Question marks Semi colons Progressive and perfect tense

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Name of Cross Curricular link- History/ Geography etc	**Golden Age of Baghdad**	**Golden Age of Baghdad**	**Golden Age of Baghdad**	**Golden Age of Baghdad**	**Golden Age of Baghdad**	**Golden Age of Baghdad**
	Stimulus **Windrush Child** **Genre** **Fiction - Narrative** LO: To explore and identify the features of a diary entry. LO: To note and develop initial ideas for a diary entry selecting appropriate grammar and vocabulary. LO: To write a diary entry from the perspective of Leonard from Windrush Child. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Diary Entry** **GPS:** First Person Contractions Adapted dialogue Setting & character descriptions.	**Stimulus** **Windrush Child Poem J Agard** **Genre** **Poetry** LO: To identify poetic conventions and vocabulary in poetry. LO: To note and develop initial ideas, selecting appropriate grammar and vocabulary for a poem. LO: To write and perform a Windrush poem. LO: To perform own composition using appropriate intonation, volume, and movement so that meaning is clear. **Genre:** **War Poem** **GPS:** Poetry features (rhyme, repetition, metaphors, similes).	**Stimulus** **The Journey Picture Book** **Genre** **Narrative - Fiction** LO: To consider how the author has developed characters and settings. LO: To note and develop initial ideas for a narrative, drawing on reading and research. LO: To use a range of devices to build cohesion across paragraphs. **Genre:** **Narrative - fiction** **GPS:** Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis Show not tell	**Stimulus** **The Journey Picture Book** **Genre** **Narrative - Fiction** LO: To use a range of devices to build cohesion across paragraphs. LO: To note and develop initial ideas for a narrative, drawing on reading and research. LO: To use a range of devices to build cohesion across paragraphs. LO: To write a narrative based upon the picture book 'Flood'. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Narrative - fiction** **GPS**: Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis Show not tell	YEAR 6 ASSESSMENT WEEK	**Stimulus** **Sports Performance Video and Model Text** **Genre** **Narrative – Fiction** LO: To explore ways to build suspense within narratives. LO: To note and develop initial ideas for a suspense narrative, building cohesion across paragraphs. LO: To write a suspense narrative about a sporting event. LO: To edit my own writing, focusing on vocabulary, grammar and punctuation. **Genre:** **Narrative - fiction** **GPS:** Direct speech Contractions (within speech). Character & setting descriptions. Expanded noun phrase Fronted adverbials Parenthesis Ellipsis Show not tell Short sentences Setting descriptions Character descriptions.

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5
Name of Cross Curricular link- History/ Geography etc	Mapping/Climate	Mapping/Climate	Mapping/Climate	Mapping/Climate	Mapping/Climate
LITERACY	**Stimulus** **Skellig** **Genre** **Fiction** LO: To plan a suspense narrative. LO: To write a narrative and propose changes to vocabulary, grammar and punctuation to enhance meaning. LO: To note and develop initial ideas for a balanced argument, selecting appropriate grammar and vocabulary LO: To identify the purpose for writing and to plan my writing by selecting appropriate grammar, punctuation and vocabulary to enhance meaning. **Genre:** **Suspense Narrative** **GPS:** Dialogue Formality Pronouns Relative clause Expanded noun phrase Conjunctions Contractions Semi-colons Parenthesis Setting & character descriptions Ellipsis Short sentences Character & setting descriptions Direct speech Onomatopoeia Prepositions	**Stimulus** **Skellig** **Genre** **Fiction** LO: To plan a suspense narrative. LO: To write a narrative and propose changes to vocabulary, grammar and punctuation to enhance meaning. LO: To note and develop initial ideas for a balanced argument, selecting appropriate grammar and vocabulary LO: To identify the purpose for writing and to plan my writing by selecting appropriate grammar, punctuation and vocabulary to enhance meaning. **Genre:** **Suspense Narrative** **GPS:** Dialogue Formality Pronouns Relative clause Expanded noun phrase Conjunctions Contractions Semi-colons Parenthesis Setting & character descriptions Ellipsis Short sentences Character & setting descriptions Direct speech Onomatopoeia Prepositions	**Stimulus** **Skellig** **Genre** **Fiction** LO: To note and develop initial ideas for a balanced argument, selecting appropriate grammar and vocabulary. LO: To note and develop initial ideas for a balanced argument, selecting appropriate grammar and vocabulary. LO: To write a balanced argument. LO: To write a balanced argument. **Genre:** **Balanced Argument** **GPS:** Prepositions Expanded noun phrases Parenthesis Subjunctive form Modal verbs Adverbials Relative clauses Question marks	**ASSESSMENT WEEK**	**Stimulus** **Skellig** **Genre** **Fiction** LO: To explore the use of persuasive devices in writing. LO: To plan my writing by noting and developing initial ideas, drawing on reading and research. LO: To plan my writing by noting and developing initial ideas, drawing on reading and research. LO: To plan my writing by noting and developing initial ideas, drawing on reading and research. **Genre:** **Balanced Argument** **GPS:** Prepositions Expanded noun phrases Parenthesis Subjunctive form Modal verbs Adverbials Relative clauses Conjunctions modal verbs subjunctive mood persuasive emotive language hyperbole

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Name of Cross Curricular link- History/ Geography etc	Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment
LITERACY	**Stimulus** **Wonder** **Genre** **Fiction** GPS SATS Skills Revision **GPS:** Monday – (word classes) Nouns, adjectives, verbs and adverbs. Tuesday - Statements, exclamations, commands and questions Wednesday – verbs in simple past and present. Thursday – Main clauses and subordinate clauses. Conjunctions. Friday - Syns and Ants,	**Stimulus** **Wonder** **Genre** **Fiction** GPS SATS Skills Revision **GPS:** Monday – Exam Ninja Set A GPS Test Tuesday – Exam Ninja Set A GPS Test – Go through answers Wednesday - Exam Ninja Set B GPS Test Thursday - Exam Ninja Set B GPS Test – Go through answers Friday - Determiners, Colons and semi-colons	**Stimulus** **Wonder** **Genre** **Fiction** GPS SATS Skills Revision **GPS:** Monday – Pronouns, prepositions and conjunctions. Tuesday - Prefixes and suffixes, modal verbs. Wednesday - Apostrophes Thursday - Parenthesis (,-) Friday – Verb and subject agreement, Verb in the present and past progressive	**Stimulus** **Wonder** **Genre** **Fiction** GPS SATS Skills Revision **GPS:** Tuesday – Standard English and formality Wednesday - Passive and active voice Thursday - CL and FS Friday – Main and subordinate clauses.	SATS Week	**Stimulus** **Wonder** **Genre** **Fiction** Year 6 Writing Assessments LO: To write a short story. **Genre:** **Balanced Argument** **GPS:** First person Parenthesis Fronted adverbials Speech Relative clause Contractions in speech. Show not tell Short sentences Onomatopoeia	RESIDENTIAL

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Name of Cross Curricular link- History/ Geography etc	Erosion/Field work	Erosion/Field work	Erosion/Field work	Erosion/Field work	Erosion/Field work	Erosion/Field work	Erosion/Field work
LITERACY	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments LO: To write an information text. **Genre:**	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments LO: To write a balanced argument. **Genre:** **Balanced argument**	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments LO: To write a diary entry. **Genre:** **Diary entry**	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments LO: To write a formal invitation. **Genre:** **Formal invite.**	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments LO: To write a non-chronological report. Genre: Non-chronological report.	**Stimulus** **The Boy in the Tower** **Genre** **Fiction** YEAR 6 PERFORMANCES	. **Stimulus** **The Boy in the Tower** **Genre** **Fiction** Year 6 Writing Assessments YEAR 6 LEAVERS PREPARATION.

	Information Text **GPS:** Organisational devices (headings, subheadings, commas for lists, bullet points). Prepositions Passive verb form Picture, captions Relative clauses	**GPS:** Prepositions Expanded noun phrases Parenthesis Subjunctive form Modal verbs Adverbials Relative clauses Question marks	**GPS:** First Person Contractions Adapted dialogue Setting & character descriptions.	**GPS:** Formality Persuasive Modal verbs Rhetorical questions Fronted Adverbials Commas Emotive language Parenthesis	**GPS:** Past progressive & perfect tense Exclamation marks Question marks Ellipsis Semi-colons Formality Adverbials Semi-colons Facts Parenthesis Relative clause Conjunctions Question marks Progressive and perfect tense Headings Subheadings Bullet points Commas for list		