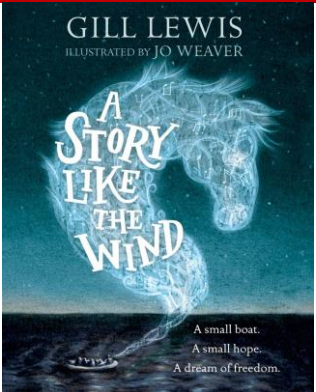


## Year Six – Spring 2

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
<b>Quality Text &amp; Interconnection</b>	On the Origin of the Species & Darwin: An Exceptional Voyage Individuality, Empires & Monarchy, Displacement & Invasion & Social Change	Private Peaceful & Walter Tull Scrapbook Displacement & Invasion & Social Change	The London Eye Mystery Social Change & Individuality	A Story like the Wind Displacement & Invasion, Social Change, Religious & Cultural Diversity, Individuality & Environmental Impact	Shackleton's Journey Empires & Monarchy, Environmental Impact & Individuality	You Are Awesome & Go Big Individuality, Social Change & Technological Innovation	
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understand what they read by:               <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 one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>Provide reasoned justifications for their views</li> </ul>				
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>			<p><b>And focus on phrases first introduced in Y5:</b></p> <p>...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

## Writing Curriculum Overview: Spring 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>A Story like the Wind</b></p> <p style="text-align: center;"><b>Poetry:</b> Reverse</p> <p style="text-align: center;"><b>Fiction:</b> Hybrid Fable/Traditional Tale (Character, Setting, Atmosphere &amp; Suspense)</p> <p style="text-align: center;"><b>Non-fiction:</b> Recount (Newspaper Report), Balanced Argument &amp; Formal Letter</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous learning and focus on:</b>          The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].          How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous learning and focus on:</b>          The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].          Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous learning and focus on:</b>          Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence or referential pronouns or precise vocabulary], and ellipsis.          Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>          Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up].          How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</p>	