

Milestone 3: Year 6

<u>Year 6</u>	<u>Autumn 1</u> <u>(6 weeks)</u>	<u>Autumn 2</u> <u>(7 weeks)</u>	<u>Spring 1</u> <u>(6 weeks)</u>	<u>Spring 2</u> <u>(6 weeks)</u>	<u>Summer 1</u> <u>(5 weeks)</u>	<u>Summer 2</u> <u>(7 weeks)</u>
<u>Theme</u>	<u>Fear, conflict and forgiveness</u>	Family and identity	Dreams and Change	Compassion and Happiness	Drama and Theatre	Belonging and Identity
<u>Type of text</u>	<u>Build Reading Stamina</u>	Poetry	Non-Fiction	Build Reading Stamina	Classic Texts	Contemporary
<u>Power of Reading text:</u>	<p><u>The Song From Somewhere Else</u> by A.F. Harrold</p>	<p><u>Final Year</u> by Matt Goodfellow</p>	<p><u>Suffragette: the Battle for Equality</u> by David Roberts</p>	<p><u>Skellig</u> by David Almond</p>	<p><u>Macbeth</u> by William Shakespeare</p>	<p><u>Where do you go, Birdy Jones?</u> By Joanna Nadin</p>

<p><u>Links to additional texts to support reading and story time (end of the day).</u></p>	<ul style="list-style-type: none"> • A Wrinkle in Time by Madeleine L'Engle • His Dark Materials by Philip Pullman • The Many Worlds of Albie Bright by Christopher Edge • Coraline by Neil Gaiman, illustrated by Chris Riddell • Alice's Adventures in Wonderland by Lewis Carroll • Tom's Midnight Garden by Philippa Pearce 	<ul style="list-style-type: none"> • Skellig by David Almond • Everything All at Once by Steven Camden Little Light, Coral Rumble • The Weight of Water, Sarah Crossan • Love That Dog, Sharon Creech • Fight Back by A.M. Dassu • Every Cloud by Ros Roberts • Running on Empty by S.E. Durrant • A Kind of Spark by Elle McNicholl • There's a Boy in the Girl's Bathroom by Louis Sachar • The Unforgotten Coat by Frank Cottrell-Boyce 	<ul style="list-style-type: none"> • Girls Who Rocked the World, Michelle Roehm McCann and Amelie Welden • Reaching the Stars. Poems about Extraordinary Women & Girls, Jan Dean, Liz Brownlee & Michaela Morgan • Make More Noise! Various authors 	<ul style="list-style-type: none"> • My Name is Mina by David Almond • The Savage by David Almond and illustrated by Dave McKean • Mouse Bird Snake Wolf by David Almond and illustrated by Dave McKean • The Tale of Angelino Brown by David Almond and illustrated by Alex T. Smith • My Dad's a Birdman by David Almond and illustrated by Polly Dunbar • The Nest by Kenneth Oppel and illustrated by Jon Klassen • Millions by Frank Cottrell Boyce illustrated by Steven Lenton 	<ul style="list-style-type: none"> • Shakespeare's Stories - Leon Garfield • Mr. William Shakespeare's Plays - Marcia Williams • Macbeth - Graphic novel (classic comic) • Macbeth - Tales from Shakespeare • Macbeth - Graffex (retold by Stephen Haynes) • The animated tales can also be viewed as a film version. 	<ul style="list-style-type: none"> • My Name is Mina by David Almond • Skellig by David Almond • Millions by Frank Cottrell-Boyce • Goggle Eyes by Anne Fine • King of the Sky by Nicola Davies and Laura Carlin • Orchard Book of Greek Myths by Geraldine McCaughrean
<p><u>Extended writing outcomes:</u></p> <p>Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term, teachers must ensure children have had the following writing opportunities:</p> <ul style="list-style-type: none"> - Fiction/poetry - Non-fiction 	<p><u>Fiction</u> Narrative - Fantasy</p> <p><u>Non-fiction</u> Diary entry</p>	<p><u>Poetry</u> Free Verse</p> <p><u>Non-Fiction</u> Non-Chronological Report</p>	<p><u>Non-Fiction</u> Newspaper report</p> <p><u>Non-Fiction</u> Biographical writing</p>	<p><u>Fiction</u> Narrative - Alternative viewpoint</p> <p><u>Non-Fiction</u> Persuasive Advertisement</p> <p>Balanced Argument</p> <p><u>Poetry</u> Structured Poetry</p>	<p><u>Fiction</u> Playscript</p> <p><u>Non-Fiction</u> Letter writing Advertising posters Recounts</p>	<p><u>Fiction</u> Narrative - Dilemma</p> <p><u>Non-Fiction</u> Explanation</p>
<p><u>Shorter writing opportunities.</u></p>	<p>Poetry Character description Internal monologue Predictions Debate Writing in role</p>	<p>Identifying poetic language and devices Using visual organisers to record information Writing in role Own written poems Explanations</p>	<p>Story summary Interpretive narrative Writing in role Letter writing Comparison of biographies</p>	<p>Letter writing Free verse poetry Balanced argument</p>	<p>Writing and performing poetry Note writing for report Play scripts Invitations Prophecies Reviews</p>	<p>Writing in role Questions for Hot Seating Shrine boxes and autobiographical writing Information writing Letter writing Advisory Notes Emails Explanation Writing Free verse poetry</p>

National Curriculum coverage - Reading

1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet.
2. Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.
3. Read books that are structured in different ways and reading for a range of purposes.
4. Increase familiarity with myths, legends, traditional stories, modern fiction, classical fiction and books from other cultures and traditions.
5. Recommend books that they have read to their peers, giving reasons for their choices.
6. Identify and discuss themes and conventions in and across a wide range of writing.
7. Make comparisons across and within books.
8. Learn a wider range of poetry by heart.
9. Prepare poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear.
10. Check that a book makes sense to them, discussing their understanding and exploring the meaning of words in context.
11. Ask questions to improve their understanding.
12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
13. Predict what might happen from details stated and implied.
14. Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
15. Identify how language, structure and presentation contribute to meaning.
16. Provide reasoned justification for their views.
17. Distinguish between statements of fact and opinion.
18. Retrieve, record and present information from non-fiction.
19. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
20. 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.
21. 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.

National Curriculum coverage - Writing

Transcription

1. Use and understand prefixes and suffixes.
2. Spell some words with 'silent' letters.
3. Distinguish between homophones and other words which are often confused
4. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
5. Use dictionaries to check the spelling and meaning of words.
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
7. Use a thesaurus.

Composition

Planning

1. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
2. Note and develop initial ideas, drawing on reading and research where necessary.
3. In writing narratives, consider how authors have developed characters and settings.

Drafting

1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
2. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
3. Précis longer passages.
4. Using a wide range of devices to build cohesion within and across paragraphs.
5. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Revise and edit

1. Assess the effectiveness of their own and others' writing.
2. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
3. Ensure the consistent and correct use of tense throughout a piece of writing.
4. Ensure correct subject and verb agreement when using singular and plural.
5. Proofread for spelling and punctuation errors.

6. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

National Curriculum coverage - Spelling, Grammar and Punctuation

Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

How words are related by meaning as synonyms and antonyms

Sentence

Use of the passive to affect the presentation of information in a sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing i.e. question tags and the subjunctive form,

Text

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], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses.

Use of the colon to introduce a list and use of semi-colons within lists.

Punctuation of bullet points to list information.

How hyphens can be used to avoid ambiguity.

National Curriculum coverage - Handwriting

Write legibly, fluently and with increasing speed by

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

National Curriculum coverage - Speaking and listening

1. Maintain attention and participate actively in collaborative conversations, responding to comments about the text.
2. Ask relevant questions to extend their understanding and build vocabulary and knowledge.
3. Listen and respond appropriately to adults and peers.
4. Articulate and justify answers and opinions.
5. Use spoken language to develop understanding through speculating, imagining and exploring ideas.
6. Participate in discussions, presentations, performances and debates.
7. Consider and evaluate different viewpoints, attending to the contributions of others.
8. Select and use appropriate registers for effective communication.
9. Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.