

Year 6	Autumn 1 The Silver Donkey	Autumn 2 Letters from the Lighthouse.	Spring 1 Shackleton's Journey- by William Gill	Spring 2 Shackleton's Journey cont. Varmints- (2week unit)	Summer 1 Skellig- by David Almond	Summer 2 Dark Sky Park- by Philip Gross, illustrated by Jesse Hodgson
Literary genre of topic book	Historical novel	Historical novel	Non-fiction	Non-fiction Picture book	Contemporary novel- symbolic text.	Poetry
Name & genre of guided reading text/s	A rotation of poetry, fiction and non-fiction extracts. See separate plan for individual titles.				The song from somewhere else- contemporary novel.	
Link to NC (topic)	History -WW1	History- WW2- evacuation.	Geography and History- conditions and exploration. PSHE- environments/destruction.		Dealing with change- transition. Friendships- new beginnings.	Evolution- science. Friendships- new beginnings.
Reading objectives: (Experience, skills, knowledge & strategies) SEE WEEKLY PLAN FOR EXTRA SKILLS FROM PIXL THERAPIES FOR WHOLE CLASS-COHORT DEPENDENT.	To explore key themes raised within a text. To explore complex characterisation. To explore and analyse the language and structure of the novel. Predicting Summarising Inference	Predicting. Summarising. Inference. Retrieval. Find and copy. Using meaning to...	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising Character comparison Looking at language	Varmints: Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Developing inference and deduction Reading illustration and film	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance
SPAG & Vocab NC objectives:	Active and Passive verb form. Colons to introduce a list. Semi colons within a list. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Revision of clauses, prepositions, sentence openers, inverted commas and speech layout.		Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover. 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.		Continuation of the Y6 objectives and any others that need revising in the lead up to the writing TA deadline and beyond.	

			Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. Verb tenses: past progressive etc. Revision of		
Speaking, Listening & Language objectives:	To develop an understanding of moral issues raised within a text. To respond to the issues and themes in the novel through talk, writing and drama. To make links to and extend learning in History. Reading aloud narratives. Speaking in role.	Performing poetry. Book talk. Maintain attention and participate actively in collaborative conversations, responding to comments; Ask relevant questions to extend their understanding and build vocabulary and knowledge; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions;	Maintain attention and participate actively in collaborative conversations, responding to comments; Ask relevant questions to extend their understanding and build vocabulary and knowledge; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions; Use spoken language to develop understanding through speculating, imagining and exploring ideas; Participate in discussions, presentations, performances and debates; Consider and evaluate different viewpoints, attending to the contributions of others; Select and use appropriate registers for effective communication; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.	Maintain attention and participate actively in collaborative conversations, responding to comments. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Listen and respond appropriately to adults and peers. Articulate and justify answers and opinions. Use spoken language to develop understanding through speculating, imagining and exploring ideas Participate in discussions, presentations, performances and debates Consider and evaluate different viewpoints, attending to the contributions of others Select and use appropriate registers for effective communication Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Participate actively in performance, discussion and debate. Use spoken language to develop understanding through imagining and exploring ideas in role-play, drama and dance. Select and use appropriate registers for effective communication.
Extended writing outcomes	Narrative: chapter extension. Narrative: in the style of the author. Diary. Letter writing.	Evacuation guide. Narrative from a characters' perspective. Poetry. Informal letter/note.	Antarctica fact page. Holiday brochure page. Speech Newspaper report. Narrative. Formal letter.	Diary entry. Email. Letter writing. Narrative.	Responding to poetry-annotations. Poetry of different types and themes.

	Play script.				
--	--------------	--	--	--	--