

Teacher/s:		Year Group(s)	Year: 6	Term 1(b)
Range: classic fiction, poetry and drama by long established authors including, where appropriate, study of a Shakespearian play; adaptations of classics on film/TV				
Non-Fiction: (i) autobiography and biography, diaries, journals letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non chronological reports				
Titles:	Text Level Teaching Objectives	Sentence Level Teaching Objectives		Word Level Objectives
Wk 7& 8 War Boy; Anne Frank; Pilawuk	11. distinguish between between biography and autobiography: recognising the effect on the reader of the choice between first and third person; distinguishing between fact, opinion and fiction; distinguishing between implicit and explicit point of view and how these can differ; 14. to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. historical characters through, e.g, preparing a CV; account based on research; describing a person from different perspectives; description, school report, Curricular target: to use paragraphs to organise writing; chronology evident	4. to investigate connecting words and phrases; collect examples from reading and thesauruses etc; 5. to form complex sentences etc; 6. to secure knowledge and understanding of more sophisticated punctuation marks: <ul style="list-style-type: none"> o colon o semi colon o parenthetic commas, dashes, brackets Curricular target: to use a range of different connective words and phrases to link paragraphs		2. to use known spellings as a basis for other spellings; 6. to investigate meanings and spelling of connectives.
Wk 9 & 10 Mr William Shakespeare's Plays; Midsummer Night's Dream	1. to compare and evaluate a novel or play in print and the film/TV version, e.g. the treatment of plot and characters, the difference in the two forms, e.g. in seeing the setting, in losing the narrator 7. to plan quickly and effectively the plot, characters and structure of their own narrative writing 9. to prepare a short section of a story as a script, e.g. using stage directions, location/setting. Curricular target: to use paragraphs to structure; shifting for a change of scene	1.to revise from Year 5: <ul style="list-style-type: none"> o the different word classes o re-expressing sentences in a different order o the construction of complex sentences o the conventions of Standard English o adapting text for particular readers and purposes 		3. to use a range of spelling strategies; 4. revise and extend work on spelling patterns for unstressed vowels in polysyllabic words.
Wk 11 & 12 Classic Poems Book 3; Plum; Walking on Air, Cat among the Pigeons	3. to articulate personal responses to literature (poetry), identifying why and how a text affects the reader; 5. to contribute constructively to shared discussion about literature (poetry) responding to and building on the views of others; 10. to write own poems, experimenting with active verbs and personification; produce revised poems for reading aloud individually Curricular target: to plan quickly and effectively, using I T	2. to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa 3. to note and discuss how changes from active to passive affect the word order and sense of a sentence		8. to research the origins of proper names, e.g. place names such as -borough or -chester 10. to understand the function of an etymological dictionary