

Throughout the year, whole class reading sessions and other reading focus lessons linked to the curriculum give pupils regular exposure to all reading question stems and the following reading content domains:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

TERM	Year 6
T1 and T2 KNOWLEDGE	<p>SKELLIG:</p> <ul style="list-style-type: none"> • a range of techniques used to convey how a character is feeling - show not tell, sentence forms and structures, punctuation • a range of techniques used in an effective setting description - powerful adjectives, alliteration, personification, rules of three, sentence forms and structures, punctuation, emotive language • integration of direct speech into a narrative to convey character and advance the action • Use of the contracted form in dialogue or an informal diary entry • that the term 'impression' means an idea, opinion or feeling • a range of ways of opening sentences (ISPACED - ing, simile, preposition, adverb, conjunction, - ed, dialogue) • The difference between formal and informal language • cohesive devices within and between paragraphs • the range of punctuation taught at KS2 <p>SPELLING T1:</p>

	<ul style="list-style-type: none"> • challenge words for T1 (year 5/6 statutory words) • words with hyphens • words with the short vowel sound /i/ spelled 'y' • words with the long vowel sound /igh/ spelled 'y' • adding the prefix '-over' <p>SPELLING T2:</p> <ul style="list-style-type: none"> • challenge words for T2 (year 5/6 statutory words) • words with the suffix '-ful' • words that can be nouns and verbs • words with an /oa/ sound spelled 'ou' or 'ow' • words with a 'soft c' spelled 'ce' • words with the prefixes 'dis', 'un-', 'over-' and 'im-'
T1 SKILLS	<p>SKELLIG:</p> <ul style="list-style-type: none"> • to be able to answer SATs-style reading questions, including sequencing questions and 3 mark 'impression' questions, and to use evidence from the text in an answer • to annotate an extract with a writer's techniques and their effect on the reader • to analyse poetry and identify effective language and structural features • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in persuasive writing) • to describe a setting using a range of techniques to create tension • to integrate dialogue in narratives to convey character and advance the action • to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs <ul style="list-style-type: none"> • to apply knowledge of KS2 punctuation and grammar to pieces of writing which evidence the end of KS2 writing TAFs

	<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing • spell correctly most words from the Year 5/6 spelling list and use them in their own writing
<p>SUMMATIVE ASSESSMENT 1</p>	<p>Reading: T2 - Reading paper</p> <p>Writing: Assessment of a range of pieces of writing against the end of KS2 writing TAF: diary entry from PoV of main character, setting description, spine poem, dialogue, letter of complaint, one-sided argument, diary entry from a different character's PoV, dream description</p> <p>SPaG: T2 - SpaG Papers 1 and 2</p>
<p>T3 KNOWLEDGE</p>	<p>FLANNAN ISLE:</p> <ul style="list-style-type: none"> • a variety of ways of starting a sentence (ISPACED) • passive voice and its use in a formal report • modal verbs and their use in an explanation text • cohesive devices within and between paragraphs • semi-colon, colon, parenthesis (brackets, dashes and commas), • strategies for finding out the meaning of unfamiliar words • relative clauses <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T3 (year 5/6 statutory words) • words with a /f/ sound spelled 'ph' • words with unstressed vowel sounds • words with 'cial'/shuhl/ after a vowel • words with 'tial'/shul/

	<ul style="list-style-type: none"> • words beginning with 'acc'
T3 SKILLS	<p>FLANNAN ISLE:</p> <ul style="list-style-type: none"> • to be able to answer sats-style reading questions, including sequencing, summarising and vocabulary questions • to use a range of sources (non-narrative) to generate ideas • to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • to describe settings, characters and atmosphere • to integrate dialogue in narratives to convey character and advance the action • to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <u>contracted forms</u> in dialogues in narrative • to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <u>passive verbs</u> to affect how information is presented • to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using <u>modal verbs</u> to suggest degrees of possibility • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points) • to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • to use the range of punctuation taught at ks2
T4 KNOWLEDGE	<p>THE TALE OF THE THREE BROTHERS:</p> <ul style="list-style-type: none"> • techniques used to create atmosphere • Synonyms (thesaurus) • the range of punctuation taught at KS2 (e.g. hyphenated spellings, commas after openers and for clauses, speech punctuation)

	<ul style="list-style-type: none"> • what makes an effective character description <p>SATS PREPARATION:</p> <ul style="list-style-type: none"> • revision and consolidation of knowledge required for end of KS2 tests <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T4 (year 5/6 statutory words) • words with the suffix '-ably' • words with the suffix '-ible' • adding the suffix '-ibly' to create an adverb • words ending in '-ent' and '-ence' • words ending in '-er', '-or' and '-ar'
T4 SKILLS	<p>THE TALE OF THE THREE BROTHERS:</p> <ul style="list-style-type: none"> • to be able to answer sats-style reading questions, including 3 mark 'impression' questions, and to use evidence from the text in an answer • to be able to answer sats-style true or false questions • to identify and use a range of techniques to create a mysterious atmosphere • to use a range of vocabulary (synonyms) to affect the meaning and tone of a text • to describe settings, characters and atmosphere • to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately - using contracted forms in dialogues in narrative • to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • to integrate dialogue in narratives to convey character and advance the action

	<ul style="list-style-type: none"> to use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) <p>SATS PREPARATION:</p> <ul style="list-style-type: none"> practice of answering questions for the Reading and SPaG end of KS2 tests
SUMMATIVE ASSESSMENT 2	<p>Reading: T3 - Reading paper</p> <p>Writing: Assessment of a range of pieces of writing against the end of KS2 writing TAF: Flannan Isle - first person recount, continuing the narrative with dialogue, investigation report. Three Brothers - character descriptions, dialogue to convey character, personal response</p> <p>SPaG: T3 - SpaG Papers 1 and 2</p>
T5 KNOWLEDGE and SKILLS	<p>SATS PREPARATION:</p> <ul style="list-style-type: none"> revision and consolidation of knowledge required for end of KS2 tests <p>WRITING WEEK:</p> <ul style="list-style-type: none"> During writing week, the pupils will complete 2 – 3 pieces of writing that can be used as evidence for their end of Year 6 Writing standards. The tasks will vary dependent on what

	<p>each class or year group requires more evidence of. Written pieces will include both narrative and non-narrative.</p> <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T5 (year 5/6 statutory words) • SATS revision/Year 5 & 6 challenge words/proofreading
T6 KNOWLEDGE	<p>WRITING WEEK(S):</p> <p>Further evidence for the end of KS2 writing standards</p> <p>‘HOLES’:</p> <ul style="list-style-type: none"> • note-taking and summarising • dual narrative and its effect on the reader • revision of techniques for writing as a character • informal and formal language • presentational devices in non-narrative writing • authorial devices for engaging the reader • the content and structure of extended PEE paragraphs • how to independently select evidence from longer texts • revision of reported and direct speech <p>SPELLING:</p> <ul style="list-style-type: none"> • challenge words for T6 (year 5/6 statutory words) • adjectives to describe characters • adverbs synonymous with determination ending in -ly • adjectives used to describe settings • adjectives to describe feelings

	<ul style="list-style-type: none"> • words with origins in other countries and languages
T6 SKILLS	<p>'HOLES':</p> <ul style="list-style-type: none"> • to independently select a range of evidence to support an observation on a character • to embed quotations into sentences • to write notes on a chapter and turn them into independent sentences with a range of openers • to write part of an original narrative • to use a range of presentational devices in a non-chronological report • to write effectively as a character for different purposes (police statement and letter) • To summarise a sub-plot effectively • To use formal language and reported speech
SUMMATIVE ASSESSMENT 3	<p>Reading: End of KS2 tests</p> <p>Writing: Assessment of a range of pieces of writing against the end of KS2 writing TAF: Writing week pieces, writing as a character, non-chronological report, narrative writing (How Madame Zeroni lost her leg), formal investigation report (reported speech focus)</p> <p>SPaG: End of KS2 tests</p>

Curriculum Enrichment	<p>Author visits (at THS) World Book Day Collaborative writing day at THS</p>
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