

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p>.Non-Fiction: Biographies/newspaper reports – ‘Suffragette: The Battle for Equality’ by David Roberts</p>	<p>Pupils are taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss a wide range of fiction. 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 traditions. identifying and discussing themes and conventions in and across a wide range of writing. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. drawing inferences, justifying these with evidence. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p>Pupils are taught to:</p> <ul style="list-style-type: none"> 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. providing reasoned justifications for their views. 	<p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose for the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> selecting the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. precising longer passages. using a wider range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>Pupils their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. using modal verbs or adverbs to indicate degrees of possibility. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning and avoid ambiguity in writing. using brackets, dashes or commas to indicate parenthesis. Punctuate bullet points consistently.
Year 6 Spring 2			
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation
<p>Fiction: Film Narrative – ‘Eye of the Storm’</p>	<p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences, justifying these with evidence. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Predicting what might happen from details stated and implied. 	<p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. in writing narratives, considering how authors have developed characters 	<p>Pupils are taught to develop their understanding of the concepts set out by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. <p>Pupils are taught to indicate grammatical and other features by:</p>

		<p>and settings in what pupils have read, listened to or seen performed.</p> <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • using a wide range of devices to build cohesion within and across paragraphs. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • ensuring the consistent and correct use of tense throughout a piece of writing. <p>Pupils are taught to proof-read for spelling and punctuation errors.</p>	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis. • using semi-colons, colons or dashes to mark boundaries between independent clauses. • using a colon to introduce a list.
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation
Fiction: 'Letters from the Lighthouse' by Emma Carroll	<p>Pupils are taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • asking questions to improve their understanding. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. 	<p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure 	<p>Pupils are taught to develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence. • using the perform form of verbs to mark relationships of time and cause. • using modal verbs or adverbs to indicate degrees of possibility.

	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. <p>Pupils are taught to 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.</p>	<p>text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing. • proposing changes to vocabulary, grammar and punctuation to enhance effects and meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. <p>Pupils are taught to proof-read for spelling and punctuation errors.</p>	<p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing. • punctuating bullet points consistently.
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