

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p>Fiction: Historical Fiction – ‘Darwin’s dragons’ by Lindsay Galvin</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 – poems. 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"> asking questions to improve their understanding. 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:</p> <ul style="list-style-type: none"> discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 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"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. 	<p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis. <p>Consolidation from previous years:</p> <ul style="list-style-type: none"> contractions.
<p>Non-Fiction: Recounts – ‘The Day of Ahmed’s Secrets’ by Florence Parry Heide.</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"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories 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. making comparisons within and across books. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> 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"> use a thesaurus. <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 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility. Learning the grammar for years 5 and 6 in English Appendix 2. <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.

	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction. 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>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). <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 should be taught to proof-read for spelling and punctuation errors.</p>	
Year 6 Autumn 2			
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
Poetry: Narrative Poetry – The Highwayman by Alfred Noyes	<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 poetry. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories from our literary heritage, and books from other cultures and traditions. making comparisons within and across books. learning a wider range of poetry by heart. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Pupils are taught to understand what they read by:</p> <ul style="list-style-type: none"> asking questions to improve their understanding. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. 	<p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause. 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> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing. <p>Consolidation from previous years:</p> <ul style="list-style-type: none"> adverbs and adverbials. fronted adverbials.

	<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:</p> <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • 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>Fiction: Picture Book – 'The Arrival' by Shaun Tan</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 – poems. • reading books that are structured in different ways and reading for a range of purposes. • 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"> • asking questions to improve their understanding. • 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:</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 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. <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 develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information precisely. • Using modal verbs or adverbs to indicate degrees of possibility. <p>Pupils should be taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using hyphens to avoid ambiguity.

		Pupils should be taught to proof-read for spelling and punctuation errors.	
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