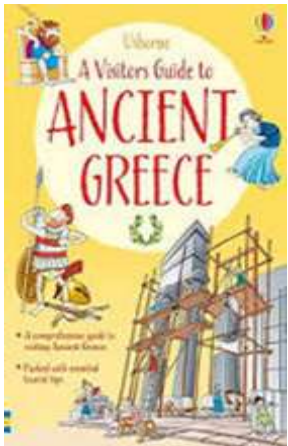
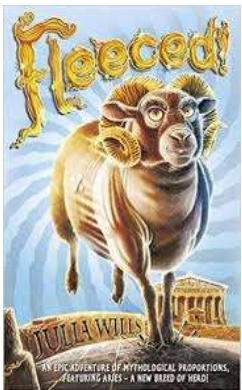


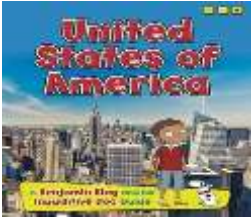
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 GPS focus: G5 – punctuation (CL, brackets, dash, inverted commas, colons) G4 - Conditionals (If) Verb tenses	Decoding Comprehension / Retrieval Themes & Conventions	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. Identifying the main ideas drawn from more than one paragraph and summarising these. Retrieving, recording and presenting information from non-fiction Distinguishing between statements of fact and opinion Asking questions to improve their understanding Identifying and discussing themes and conventions of this form of writing	Choose from: A non-fiction information text based on an aspect of Greek life. (e.g. theatre / entertainment / role of women / children) Pupils could research, plan, write and publish. A recount of a visit to ancient Athens. A persuasive speech in praise of Athens. Write a description of a Greek temple. An advert for a trireme. An athlete's blog - imagine taking part in the ancient Olympics Games. Newspaper report - The Battle of Marathon.	*Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion and narrative forms.	Acropolis Agora Amphora Architect Aristocracy Auloi Citizen Democracy Etiquette Hoplite Lyre Monarchy Oligarchy Oracle Panatheneia Pillar Philosopher Pursuits Rhapsodes Scholar Scroll Soothsayer Symposium Tragedy Trireme Tyrant

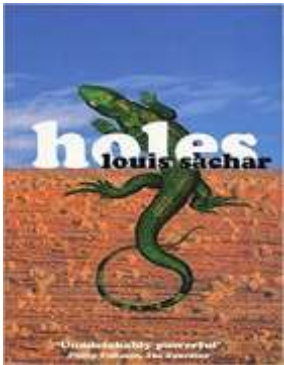
Year6 English

Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
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Fiction  GPS Focus G5 Punctuation – inverted commas G1 Grammatical terms / word classes p87-90 G6 Vocabulary – prefixes/suffixes	Inference Language for effect decoding	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	Choose from: Write own time slip narrative – you could travel back to ancient Greece or an ancient Greek could travel to 21st century Newcastle. Imagine a journey through the Underworld – write a descriptive narrative. (paying Charon, crossing the River Styx, passing through Tartarus, Asphodel Meadows, and Elysium) In the novel Rose is visiting a museum of Greek artefacts imagine you are in a museum when an object 'comes alive'. Write about your experience. In the novel Aries fleece is stolen imagine a priceless Greek artefact is stolen from a local museum. Write the newspaper report.	*Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences – to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs – with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) Uses pronouns, rhetorical questions which are answered within the paragraph, main idea is supported or elaborated by subsequent sentences, deliberate repetition of words/ phrases, adverbials – secondly, next, later, closings refer back to openings. *Describes settings, characters and atmosphere. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Use of the passive voice in a newspaper report	Arcadia Argonaut Barque Cacophony Charybdis Chiton Crypt Encircled Entourage Elysium Extinguished Fleece (d) Greaves Harpies Haughtily Hoplite Loiter mannequin Oracle Phalanx Portal Prow Scylla Styx Tartarus
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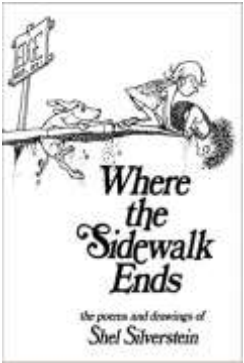
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced

Non-fiction   GPS Focus G4 verb forms – past tense G5 Punctuation	Comprehension / Retrieval other	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Clearly identify various features relating to organisation at text level, including form Retrieving, recording and presenting information from non-fiction. Checking that the book makes sense to them and exploring the meaning of words in context Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Write a summary of a given State. What are the major cities? What is the most common job? What do people do for fun? What about the weather? Find out as much as you can. Write a balanced discussion: Is New York the Greatest City in the World? Write a descriptive narrative entitled Cityscape. Describe what you can see, hear, smell...	*Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses a wide range of presentational and organisational devices to structure texts. E.g. ICT, illustrations, flashbacks, single line paragraph for effect, *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Describes settings, characters and atmosphere.	Altitude Canyon Geyser Hemisphere Inquisitive Intrepid Landform Latitude Liberty Longitude Memorial Pilgrim Population Range Region Route Rural Settler State Suburban Thanksgiving Urban
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Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS focus: G1 – word classes (opening) G5 - punctuation G6 - vocabulary G3 – combining words/phrases/ Clauses – writing relative Clauses to describe characters In the novel	Inference Language for effect Themes and convention Other	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) e.g. use of time shifts / flashbacks Making comparisons within and across books (e.g. comparing characters or books by the same author)	Choose from: Camp Green Lake is in Texas - research this state and write a report. Research deserts (Gobi/ Sahara/ Kalahari) Identify similarities and differences produce a non-chronological report. Write a diary entry as Stanley "Camp Green is a prison with no gates and no walls ... Thinking about Camp Green Lake rules, fellow detainees, the staff, the weather, routines, chores, what the camp is like (sleeping quarters, 'wreck' room, surrounding area, scenery and wildlife Write a letter home as Stanley to his Mum about the events of chapter's 11 and 12 focus on Mr Pendanski's character. Write a persuasive brochure: Come to Camp Green Lake. Mention the purpose of the camp and how it will improve the boys, the location, the staff, the facilities for the boys, success stories of previous campers - Be positive! How are the yellow-spotted lizards described in the novel? Write a report about a fictitious animal called a Tongo Lizard for a natural history magazine Write a newspaper article: 'Tragic Accident at Green Lake' (Sam's death) Write a police report about Zero's disappearance. Write a balanced discussion entitled: Should a child be sent to a juvenile prison? Creative writing: 'The Great Escape' Imagine you are escaping the camp by trudging across the desert. Write a persuasive advert for the foot odour cure "Sploosh" (sweet feet)	*Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses a wide range of presentational and organisational devices to structure texts. E.g. ICT, illustrations, flashbacks, single line paragraph for effect, *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension. *Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language.	Abandoned Attorney Barren Correctional Curse Defective Deprived Descendant Desolate Detainees Detention Destiny Discipline Incarceration Inhospitable Juvenile Odour Outlaw Palindrome Protagonist Rehabilitation Trauma Underprivileged Wasteland

Year 6 English

Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
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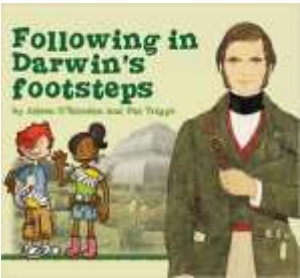
Poetry  Where the Sidewalk Ends the poems and drawings of Shel Silverstein Focus: The Power of Imagery Personification City Jungle – Pie Corbett The Sea – James Reeves The Old House – Roger Hurn The Storm – Roger Hurn Giant Winter – John Foster GPS Focus: G6 Vocabulary G5 Punctuation	Other Language for effect Themes & Conventions Other	Learning poetry by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience Discussing and evaluating how authors use language, including figurative language (personification) considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Understand how poets use powerful and sometimes surreal images to communicate with their readers.	Create two lists – (a) objects from nature e.g. tree, sea, moon, (b) active verbs – match a word from each list i.e. The moon listens – then model how to expand into a sentence that has power and impact – The moon listens to the stars as they sing their melancholy song. Write own (personification) poem (a) Rearrange lines to create own poem (b) Poem to describe the beauty and the beast(ly) qualities of winter Use the poem 'The Old House' as a stimulus to write their own personification poem – 'The Old Church'	*Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.	Alliteration Assonance Figurative Free verse Imagery Literal Metaphor Mood Onomatopoeia Personification Repetition Rhyme Rhyme scheme Rhythm Simile Symbol Theme Verse
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Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced

GPS Focus:
G7: formality
G1: Grammatical terms / word
classes
G5: Punctuation

Year 6 English

Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
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Non-fiction  Fiction  GPS Focus: G5: Punctuation G3: Writing relative clauses G1: word classes G7: Standard English – Mary text	Comprehension / Retrieval other	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Retrieving, recording and presenting information from non-fiction. Use a variety of texts to create a clear understanding of a person's life and achievements.	Choose from: Create a timeline of 10 significant events in Darwin's life. Make notes about Darwin's life - using the 10 events. Turn notes into written paragraphs. Research the Galapagos Islands produce a tour guide. (conservation and sustainable tourism) Sequence the events of Mary Anning's life. Write a diary entry as Mary Anning. Create a simple biography of Mary Anning for publication in a book of influential women scientists. Write a newspaper report about Mary's discovery of an ichthyosaur.	*Uses the passive voice to affect the presentation of information in a sentence. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences.) *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. * Uses an appropriate method to record their ideas including note-making using reading / research where apt, story-maps, drawings, topic webs.	Achievement Autobiography Biography Birthplace Chronological order Chronology Factual Influence Key event Legacy Notable Passive voice Siblings Significant Subject Tragedy Triumph
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Year 6 English

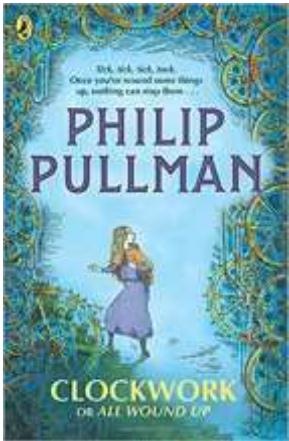
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Non-fiction   GPS Focus: G5 Punctuation for parenthesis G6: Vocabulary G2: Functions of sentences	Comprehension / Retrieval other	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Retrieving, recording and presenting information from non-fiction. Asking questions to improve their understanding Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Write a balanced discussion: Are modern schools better than Victorian schools? Imagine you are a Victorian school inspector - write an official report about a visit to a school. What was life like for children working in factories (mills)? Imagine you are part of a parliamentary commission collecting evidence - write a letter to the Prime Minister informing him of your findings. Write a newspaper report about a mining accident. Write a descriptive narrative about working in a mine. Write a diary entry about a day in the life of a Victorian domestic servant.	*Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) Uses pronouns, rhetorical questions which are answered within the paragraph, main idea is supported or elaborated by subsequent sentences, deliberate repetition of words/ phrases, adverbials - secondly, next, later, closings refer back to openings. *Independent writing shows the language and structural features of the text-type / genre	Board Schools Bobber Catechism Census Cholera Climbing Boys Clogs Commissioners Copybook Dame school Doffer Dunce Empire Era Industrial Inspector Jubilee Lord Shaftesbury Monitor Orphan Overlooker Parliament Poverty Reign Scavenger Slum Sovereign Urban Workhouse Yarn

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G1: Adverbs and adverbials of time to structure G3: Changing positions of clauses within sentences. G2: Different types of sentences. • Structuring topic sentences to open paragraphs or sections G6: Converting verbs using prefixes and suffixes • Distinguish between homophones and ensure spelling is correct • For verbs with prefixes • Understanding rules for adding prefixes and suffixes	Comprehension / Retrieval Language for effect Themes	Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Choose from: (before reading) Investigate character names from the novel. What does the name suggest about the character? E.g. Lily Hartman, Mrs Rust, Selena Door, Robert Townsend, Captain Springer, Miss Dorothy Dash, Octavia Scrimshaw, Anna Quinn, Jack Door, Silva Buttons, Simon Silverfish, Bartholomew Mudlark, Angelique Airhart The author of Cogheart explains he is inspired by old photos. Use an old picture (Peterbunzl.com) and write about the image. Write a letter to the Prime Minister advocating for mechanical rights. In Cogheart there are mechanical robot characters who are servants to the humans. The mechanicals are treated like 2nd class citizens, despite the fact they may have thoughts and feelings of their own. Explain why you think they should have equal rights (see Peterbunzl.com for points) Research real life automatons which inspired the author e.g. The Silver Swan by James Cox, The Digesting Duck by Jacques de Vaucanson, The Draughtsman by Jaquet-Droz. Design and label your own automaton. Many science-fiction films warn of the dangers of A.I. Write a balanced discussion entitled: Do we need robots?	*Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. *Ensures the consistent and correct use of tense throughout a piece of writing. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report.	Airship Automaton Bristled Calloused Chastisement Contemplation Derelict Disremembered Doff Dubious Encrusted Expansive Fiendish Filch Flustered Foe Fused Haughty Horologist Hybrid Juddered Lopsided Mechanicals Murky Perpetual motion Poised Precarious Putrid Rendered Revulsion Reverberated Sneer Tousled Vigorously

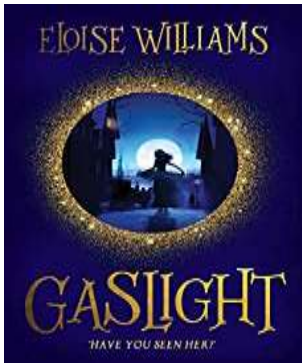
Year 6 English

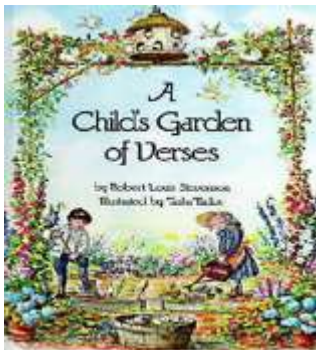
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Continued...	Comprehension / Retrieval Language for effect Themes	Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Write a newspaper article based on an event in the novel e.g. Headline: Professor Hartman missing presumed dead. Imagine you had a mechanical animal write a narrative about an adventure with your robotic friend. What does it look like? Skills? Personality? Name? Can it talk? In Cogheart people travel by airship find out about airships including modern designs. Design and name your own airship and create an advert to sell tickets for its maiden voyage. Write a descriptive narrative about a journey in an airship 'Up, Up and Away'. Describe the view as you fly over towns, the countryside and the sea. How do you feel? Write a story which includes a "McGuffin" (A McGuffin is a nonsense term invented by Alfred Hitchcock as a name for a 'special object' that all of the characters in an adventure story are after. E.g. a ring, a stone, a pocket watch, a mirror, a music box, a diary, a map, a book, a key, a locket.	*Describes settings, characters and atmosphere. *Integrates dialogue to convey character and advance action. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. *Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Uses a thesaurus to introduce varied and precise vocabulary - to avoid repetitious or bland language. * Uses an appropriate method to record their ideas including note-making using reading / research where apt, story-maps, drawings, topic webs etc. *Takes part in group or class discussions, generating ideas, sustaining a role or responding appropriately to others.	Chp 1: poised dubious precarious putrid sneer haughty dismembered Chp 2: murky fiendish derelict ferociously Chp 3: resembled perilously vague irrespective nimble strewn Chp 4: miscreants exuberant trundle expansive obscured melodious sprawling Chp 5: hybrid revulsion primitive fused ungraspable skeletal pondered Chp 6: fused prising furrowed juddered Chp 7: corrode brimmed contraption muffling Chp 8: traipsed silhouetted involuntarily incensed mangy Chp 9: Dawdling scant lingered Chp 10: erratically fragment Chp 11: acrid encrusted beckoning sauntered distorted divulge Chp 12: brim vagabond Chp 13: groggily nimble engulf frantic apex protruding Chp 14: stealth derelict copse seeped Chp 15: ominously gnawed scant Chp 16: distinct assertive juddered ravenously Chp 17: loomed taut interior pursuers extinguished derelict hubbub dithering Chp 18: encrusted slunk distaste ushering dour overwhelmingly dredged Chp 19: tarnish fractured anguished embedded exasperated obscured Chp 20: subterranean clinically motley-looking lurched flanked lolling calcified Chp 21: jostled crevice slaloming tethered Chp 22: winced lolled fragment Chp 23: suffuse tessellating persistent functioning skewing abyss flailing shards rallied Chp 24: inquisitive prestigious veritable accustomed flailing writhed careened debris juddering fumbled Chp 25: pulsed hunkered myriad gargantuan teetering abyss nimble lolloped haltingly Ch 26: incongruous reverie grudgingly morbid slathered pristine resonant burden

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction:  GPS Focus: G5: Punctuation G3: Combining words / phrases: Noun phrases G4: Verb forms / tense G7: Standard English	Inference Themes & Conventions Others	Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: No rent . . . no room! Is this fair? Write a letter to Mr Spink on behalf of Jim's family. Research Victorian workhouses - write a non-chronological report. Write a descriptive narrative about Jim's first impression of the workhouse. Write a balanced discussion - Should Jim stay in the workhouse? Write an eyewitness statement - who saw / spoke to Jim after he entered the workhouse (Literacy Times) Write a diary entry of a day in the life of Jim. Who was Thomas John Barnardo? What did he do? What is his legacy? Write a biography. Explore children's rights: Street children today (around the world). Write a letter to The Office of the Children's Commissioner asking for aid.	*Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) Uses pronouns, rhetorical questions which are answered within the paragraph, main idea is supported or elaborated by subsequent sentences, deliberate repetition of words/ phrases, adverbials - secondly, next, later, closings refer back to openings. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion and narrative forms.	Brazier Charity Cholera Cruelty Dawdling Destitute Dr Barnardo Drones Epidemic Grime Infirmity Injustice Misfortune Orphan Pauper Plight Poverty Refuge Shilling Taut Trundled Urchin Waif Wharves Workhouse

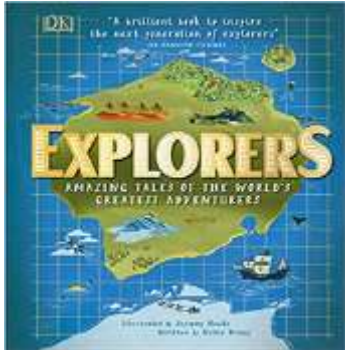
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction:  GPS Focus: G5: Punctuation G1: Grammatical terms/ word classes G6: Vocabulary synonyms / antonyms	Other Themes and Conventions Language for Effect	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.) Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	Choose from: Write a descriptive narrative entitled The Workshop of Dr Kalmenius Write a diary entry for Fritz after the arrival of Dr Kalmenius at the tavern. Write a balanced discussion: Should Karl accept the 'gift' of Sir Ironsoul? Karl needs some advice. Your job is to plan a scene where he gets advice from another character in the book. Choose someone you think would be helpful to him. Write the scene as a playscript. Write a letter from Prince Otto to Dr Kalmenius commanding him to construct him a clockwork child. Choose an event from the novel and write a newspaper report.	*Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) Uses pronouns, rhetorical questions which are answered within the paragraph, main idea is supported or elaborated by subsequent sentences, deliberate repetition of words/ phrases, adverbials - secondly, next, later, closings refer back to openings. *Describes settings, characters and atmosphere. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing.	Apprentice Burgomaster Commotion Convulsively Despair Destiny Dynasty Fate Folk tale Heir Implacably Inexorable Intricate Knight Mockingly Mortality Optimist Oscillating Pallor Pessimist Physician Prominent Recoiled Relentless Scythe Sinister Soul Sullen Temperament

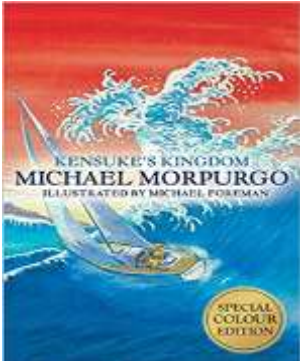
Year 6 English

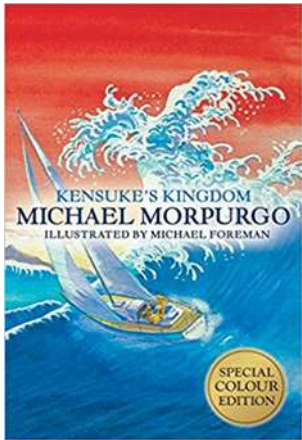
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G5: punctuation G1: Grammatical terms G4: Verb forms - tense G6: Vocabulary – prefixes and suffixes	Inference Themes & Conventions Others	Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Write a set of instructions to make a zoetrope Design a playbill to advertise the acts performing at the Empire Theatre (the theatre in the novel Gaslight)	*Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.)	Alabaster (white) Auditorium Charisma Contemplate Convulses Distinguishing Docks Exquisite Feisty Governess Inconspicuously Jostled Kerfuffle Lunatics Monocle Mudlarks Offhandedly Paraphernalia Pernicious Ravenously Scarpering Seamstress Smirking Sombre Traumatic Unceremoniously Vibrant

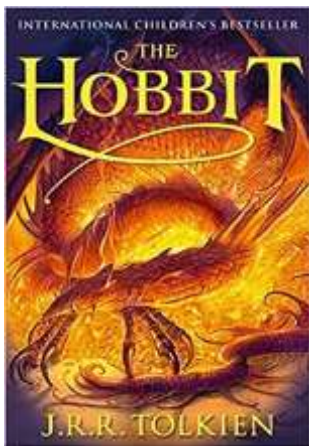
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Victorian Poetry (Focus: Childhood) 	Language for effect themes & conventions others	Summarising the main ideas Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Making comparisons within and across poems. Learning poetry by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience Recommending poems that they have read to their peers, giving reasons for their choices.	Children to add new phrases to the gaps: A Child's Thought At seven, when I go to bed, I find..... Castles with Gardens where Fair ladies Or lost in While gallant horsemen That border all this I find, so clearly in my head At seven, when I go to bed. Take one line / image and develop it into a poem e.g. castles with shimmering golden turrets (focus upon the dreamlike, idyllic, fantastical) Write a poem beginning At seven, when I wake again This time reality replaces the dream / imagination Poems should focus upon the hardship, grime, work, slums and poverty of Victorian life. I find Factories..... Streets Grimy urchins Lost While brutal That border all this Write a review of their favourite poem - recommending it to a friend.	Independent writing shows the language and structural features of the poetic forms. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing.	Adorned Borne Bower Counterpane Dale Dimpling dock Enchanted Fleets Gallant Hark Idyllic Ignorance Kirk Laburnum Leaden Moored Morn (morning) parlour Pastoral Prudent Vain Vessel

Year 6 English

Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Non-fiction  GPS Focus: G5 - punctuation G4 – verb forms G1 – grammatical terms	Comprehension / Retrieval	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Retrieving, recording and presenting information from non-fiction. Asking questions to improve their understanding	Children to choose one of the (50) explorers discussed in the book. They are to produce an argument in the form of a speech to identify why their chosen figure should be considered the 'greatest' explorer in history. Present their work to the class. (Include a brief biography of their chosen person) In the back of the book there is a list of other explorers – choose one and produce their page for inclusion in a future edition. A new book is to be published about phenomenal journeys – research the life and record breaking journeys of Amy Johnson. Write a non-chronological report and a simple biography for inclusion in the book	*Evidence of varied vocabulary across genre / text types – including technical vocabulary related to subject, age appropriate academic vocabulary. * Uses an appropriate method to record their ideas including note-making using reading / research where apt, story-maps, drawings, topic webs etc. *Assesses the effectiveness/ impact/ suitability of their writing against a set of agreed criteria. (alone or with a partner) *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences – to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs – with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment.	Anthropology Apothecary Aquanaut Archaeology Avalanche Botany Cartography Circumnavigate Colonize Cosmonaut Deforestation Empire Environmentalism Ethnography Exile Frontier Herbarium Indigenous people Merchant Missionary Naturalist Navigation Oceanographer Polar Scholar Shrine Slavery Species Suffrage Zoology

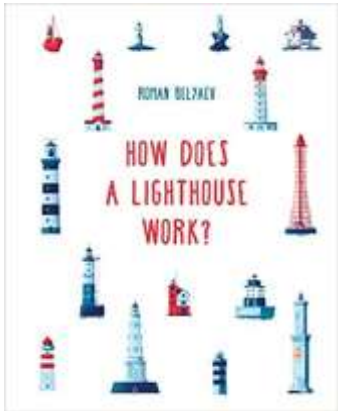
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G1: Grammatical terms / word classes G5: Punctuation G3: Combining words/phrases/clauses G4: Verb forms, tenses	Inference Language for effect themes Others	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Michael's father makes a big decision on behalf of his family. Do YOU think it is a good idea? Write a balanced discussion: Should Michael and his family sail around the world? Write a letter, as Michael, to his gran after they arrive in Australia describing some of his experiences. (Informal tone) Write a descriptive narrative of a storm at sea. Use figurative language. Write a newspaper report - Boy, 12, Lost at Sea Michael's diary - my first day on the island. Kensuke's diary - (his perspective) an intruder on my island.	*Indicates degrees of possibility, probability and certainty using modal verbs (e.g. might, ought, should, could, would, will, must, can) *Uses the passive voice to affect the presentation of information in a sentence. E.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me).' 'A visit was arranged by the school' *Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. e.g. find out - discover; ask for - request; go in - enter *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.)	adamant agility animosity benefactor bereft beseeching cache cacophony canopy capitulate cauldron cavort circumspect clamber conspiracy debris despondent diminutive dinghy disdain elongated enunciate erstwhile exhilarating expound flotsam galley gannet gesticulate harangue idle impenetrable inculcate inexorably inquisitive invigorate jib jowl

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Continued. . .	Inference Language for effect themes Others	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Is Kensuke looking after Michael or is he a prisoner? Write a balanced argument. Imagine the conversation between Michael's parents when they realise he is missing. Make notes of the key phrases they could use. Write the dialogue using appropriate punctuation. Should Michael have written the message in the Coke bottle? Research Orang-utans and conservation programmes write an article for a magazine. The World Wildlife Fund offers an orang-utan adoption package for as little as £36. Write a persuasive letter to the head teacher asking for the funds. Explain why it is important to protect these creatures. Watch the Green Turtles Battle for Survival (Planet Earth BBC Earth - You Tube) Write a non-chronological report. Write an alternative ending for the novel - one where Kensuke leaves.	*Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses a wide range of presentational and organisational devices to structure texts. E.g. ICT, illustrations, flashbacks, single line paragraph for effect, *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Takes part in group or class discussions, generating ideas, sustaining a role or responding appropriately to others.	liability listless lunacy mariner mellifluous minuscule moor nonchalantly obliterate odyssey placid plaintive raucous regime rudimentary scree scuttle sextant searing severance sinister stoical sulk summit suppurate surreptitious swath talisman translucent trawl tremor trepidation trough tyrant vestige wary

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G5: punctuation G6: Vocabulary G3: Combing words / phrases and clauses	Inference language for effect Themes Comprehension and retrieval	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages)	How would Bilbo have felt about all the Dwarves descending on his home? What would it have looked like in the morning? Describe the scene that would have greeted a visitor entering the hobbit hole that morning.  Look at this image. The children write an additional couple of paragraphs around this section of 'Roast Mutton'. They could write with an emphasis around three central characters: (1)The trolls - a good one for the more able to try dialectical/phonetic speech to show character (2)Bilbo Baggins (3)A dwarf (Thorin) trapped in a sack Write a description of the dragon in his mountain lair	*Describes settings, characters and atmosphere. *Integrates dialogue to convey character and advance action. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) Uses pronouns, rhetorical questions which are answered within the paragraph, main idea is supported or elaborated by subsequent sentences, deliberate repetition of words/ phrases, adverbials - secondly, next, later, closings refer back to openings.	Chapter 1 Laburnum - family of small trees Prosy - (connotation in this chapter) - words like the prose or writing in a book Scuttled - trot quickly Depredation - robbery Bewilder - confuse Flummock - confuse Wrought - make (often refers to metal) Delve - dug (archaic past tense of dive) Conspirator - person involved in a conspiracy Conspiracy - secret plot Audacious - bold Ingenious - clever, showing signs of genius Solemn - serious Estimable - held in esteem Expedition - journey with a purpose Obstinately - stubborn Remuneration - payment Chapter 2 Defray - payed for, covered expense Esteemed - valued Repose - sleep Requisite - something needed, required Trifle - small, unimportant Paraphernalia - miscellaneous personal belongings Inquisitive - curious Cavalcade - a procession of travelers, usually in vehicles Purloin - steal Incantations - spells Larder - pantry, food storage Scanty - small or scant amount

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Poetry  Poems with the theme of journeys The Road Not Taken by Robert Frost Journey's End by JRR Tolkien Crossing the Loch by Kathleen Jamie How Far? By John Fuller On a Train by Wendy Cope Geography Lesson by Brian Patten (To learn by heart) GPS Focus: G 6: Vocabulary	Other use of language themes	Recommending books that they have read to their peers, giving reasons for their choices. Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Which was their favourite 'journey' poem? Why? Write a recommendation. Children to write their own journey poem. Could be home to school or further afield or a journey they would like to make. Use the poems they have read as models / inspiration.	*Selects the appropriate form and style and uses other similar writing as models for their own. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing.	Amid Anklets Citadel Cleft Crave Diverged Drab Elven Foolhardy Jasmine Loch Mosaic Phosphorescence Radiant Reckless Shawl Shingle Shod Sickle-shaped Stoutly Trodden Weary

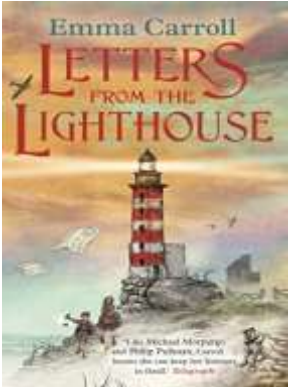
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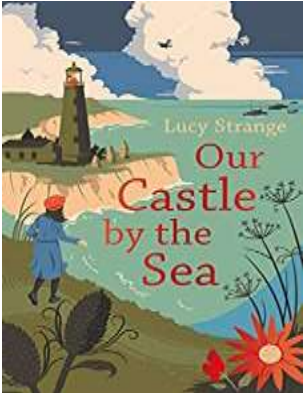
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Non-fiction  GPS Focus: G5: Punctuation G2: Functions of sentences G3: Combining words / phrases G4: Verb forms and tense	Comprehension and retrieval other	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Retrieving, recording and presenting information from non-fiction. Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Write a balanced discussion: Would a lighthouse make a dream home or would it be a nightmare property? Write an instruction manual for a new lighthouse keeper. Include information about duties / responsibilities / rules / leisure activities Write an advertisement for a lighthouse for sale. Include information about location, dimensions, amenities, advantages of owning this (unique) home. Write a non-chronological report about lighthouses for inclusion in a new book for key stage 2 pupils. What sections / subheadings will you need?	* Uses an appropriate method to record their ideas including note-making using reading / research where apt, labelled diagrams, drawings, topic webs etc. *Takes part in group or class discussions, generating ideas, sustaining a role or responding appropriately to others. *Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. , *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.	Automated Auxiliary Beacon Buoys Dissipate Engineering Fresnel lens (Fray-nel) Function Gallery Gears GPS Harbour Hazards Landmark Lantern Log book Marine Mariner Mechanism Nautical Navigation Optic Panoramic Pharologist Platform Rotating pedestal Shallow Signal Trinity House Unique Ventilator Vessels Visibility Watts Wick

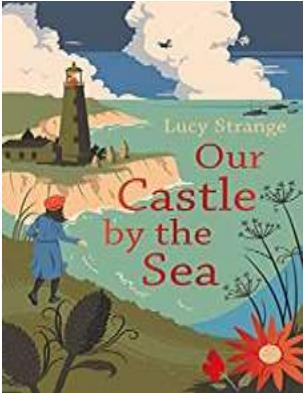
Year 6 English						
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced	
Poetry  Poem: Flannan Isle by Wilfred Wilson Gibson GPS Focus: G6: Vocabulary G4: Verb forms	Comprehension and retrieval Language for effect Themes and conventions	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Text marking / annotation Write own poem: An Ode to a Lighthouse Watch History channel documentary on the Flannan Isles mystery Write a narrative version of the mystery from the perspective of Joseph Moore (the relief keeper) Write a newspaper report about the incident: Keepers missing from Flannan Lighthouse Imagine you were one of the keepers stationed at the Flannan Islands lighthouse. Write a diary entry to describe events of December 15th (How terrifying was the storm? What did you do? How did you feel?) Watch 'The Lighthouse' on Literacy Shed. Write their own narrative version with a particular focus upon character, setting and atmosphere.	*Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. *Uses a thesaurus to introduce varied and precise vocabulary - to avoid repetitious or bland language.	Poem Ajar Cleft Crag Cranny Creek Curs Dread Dwell Flinching Foreboding Forsaken Gallant Gaped Glimmer Nook Ransacked Swell Threshold To and fro Tongue-tied	narrative abandoned bleak chapel crevice cormorants dense desolate desolation disarray distress doom eerie Eilean Mor Fate Ferocity folklore Forbidden foreboding Forlorn frantic Fury Intrusion Mariners Obscure Oilskins Peculiar Perplexed Presumed Principal remote ritual shrouded speculation stormbound superstition telegraph tragedy voyage

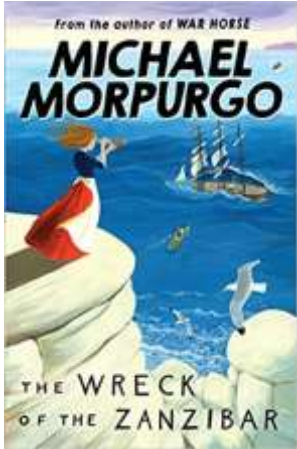
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced

Fiction  GPS Focus: G5: Punctuation G1: Grammatical terms G3: Combining words / phrases / clauses	Comprehension Inference language for effect themes	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Write a descriptive narrative entitled: 'The Cove' 2 part narrative (a) the perfect day at the seashore (b) the storm rolls in – lots of comparing and contrasting opportunities. Write a balanced discussion: Should 11-year old Cherry have been left alone on the beach? Rewrite the scene when Cherry meets the two tin miners as a playscript. Remember to use the appropriate conventions of the form. Establish the characters of the miners through the use of dialect. Make links with the Camperdown Ghost playscript. (In our version the dialect will be 'Geordie' rather than Cornish.	*Writing is organised into a logical sequence of paragraphs – with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) deliberate repetition of words/ phrases, adverbials – secondly, next, later, closings refer back to openings.	Baleful Cowrie shell Defensive Defiant Diminutive Interminable Invariably Lament Meticulous Mischievous Naïve Pursuit Scornful Slight Wither
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Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G5: Punctuation G1: Grammatical terms / word classes G3: Combining words and phrases G4: Verb forms G6: Vocabulary	Comprehension and retrieval Inference Language for effect	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	Write a description of the aftermath of a bomb blast. (Use image as a stimulus) It is the night before the children leave. Plan and write a diary entry about the prospect of being evacuated from 3 different perspectives (Mum, Cliff and Olive) Write a description of the lighthouse at their first sight of it from the point of view of Olive or Cliff. Write a letter home to Mum - describing their life as evacuees. Write the instructions for painting the lighthouse (camouflage) Write a newspaper report to break the news that the lighthouse is to be removed. Write a persuasive letter to the Ministry of Defence attempting to convince them NOT to eradicate the lighthouse. Imagine you are the police officer called to the scene of the plane crash. Write the official report explaining what has happened, include eye-witness accounts, Past tense, formal language, factual information - times, locations, names Write a balanced discussion - should the children help the German pilot? Write a letter to the children of Budmouth Point to try to convince them to help the refugees. The lighthouse in the novel was inspired by the real lighthouse: Start Point in South Devon. (Website: starpointdevon.co.uk) Write a visitor guide to Start Point.	*Uses the passive voice to affect the presentation of information in a sentence. *Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. *Ensures the consistent and correct use of tense throughout a piece of writing. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language.	Bewildering Bickering Bombarded Cellar Concussed Disgraced Dismal Droned Emerging Eradicate Evacuee Grimaced Headland Inhabitant Infuriated Jarred Kinder transport Lenient Luftwaffe Misfortune Murky Promontory Relished The Skerries Tolerant

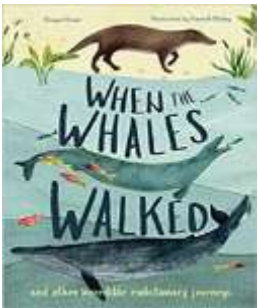
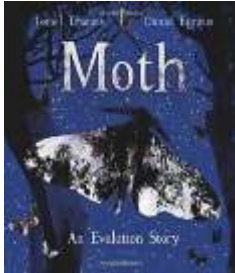
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G5: Punctuation G1: Grammatical terms / word classes G3: Combining words/ phrases / clauses G4: Verb forms G7: Standard English	Comprehension and retrieval Inference Language for effect	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	As a class, discuss: which historical events from the last 100 years do you think have had the most significant impact on our world today? Why do you think this? What impact have they had? Between you, try to come up with five that you think have left an important lasting impression on the world today. Look through the first part of the novel and collate any descriptions of Pet and Magda's surroundings. What do we know of the setting? How do you visualise it? Write a description of the lighthouse and the area around it. I thought about the faces of the people who had turned against Mutti in the courtroom - people who needed her to be the enemy so that they could do something with all that anger and hate they had inside. (Page 114) It is evident that not all Germans agree with the actions of Germany - Mutti left Germany for this very reason. However, she's suspected to be the traitor. Do you think her trial is done fairly? If not, why not? Do you think she should have been on trial in the first place? Why do you think the townspeople begin to turn on non-English residents, even though they've known them their whole lives? Write a balanced discussion: Was Mutti's tribunal fair? Write a diary entry as Pet after returning home from the tribunal. Write a newspaper report about the internment of Pet's mother. Retell the legend of the Wyrn and the Stones in your own words.	*Uses the passive voice to affect the presentation of information in a sentence. *Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. *Ensures the consistent and correct use of tense throughout a piece of writing. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language.	Adjourn Bric-a-brac Buttresses Destined Dwindled Evacuation Fathoms Folly Galleon Haphazardly Interned Irreverently Lingered Lurked Megaliths Melodrama Momentum Muted Obscured Reconnaissance Sabotage Sentinels Shards Shoal Skins Smouldering Spectres Squirmed Surly Taunted Tendrils Treacherous Tribunal Vendetta Wraithlike

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
 Continued . . .	Comprehension and retrieval	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Asking questions to improve their understanding Checking that the book makes sense to them and exploring the meaning of words in context	In the role of Petra write a letter to Mutti after she is taken away to an internment camp. Write Mutti's reply. How would the letters 'sound' different? How would their content differ? What might Petra say about the police officer's visit to the light house?	*Uses the passive voice to affect the presentation of information in a sentence. *Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. *Ensures the consistent and correct use of tense throughout a piece of writing. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language.	Adjourn Bric-a-brac Buttresses Destined Dwindled Evacuation Fathoms Folly Galleon Haphazardly Interned Irreverently Lingered Lurked Megaliths Melodrama Momentum Muted Obscured Reconnaissance Sabotage / saboteur Sentinels Shards Shoal Skeins Smouldering Spectres Squirmed Surly Taunted Tendrils Treacherous Tribunal Vendetta Wraithlike
	Inference	Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Write a descriptive narrative of the events when Petra followed Mutti through the fog along the cliff top path. Build an eerie atmosphere of mystery and suspense. (p53-56)		
	Language for effect	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.	Describe Petra's view from the lantern room (p172) as she watches the fleet of small ships leave for Dunkirk. How does she feel? Research the Dunkirk evacuations. - Should Mags have been allowed to participate?		

Year English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction:  GPS Focus: G1: Grammatical terms / word classes G3: Combining words / phrases / clauses G5: punctuation G6: Vocabulary	Comprehension and retrieval Inference language for effect Themes	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Asking questions to improve their understanding Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Choose from: Write an additional scene entitled 'The Row' to describe the quarrel between Billy and Father. (descriptive narrative) Write a letter as Laura to Billy expressing her feelings of isolation, abandonment and loneliness. Write a newspaper report Storm Batters Bryher or Ship Wrecked Write a letter of persuasion as Laura to 'The Chief' asking to be allowed to row in the gig. Write the Chief's reply. Write a balanced discussion - Should the Perryman family leave Bryher? Research life on board a schooner - produce a non-chronological report. Write a diary entry as Billy describing his experiences of his first day aboard the General Lee. Research Leatherback Turtles - write a non-chronological report.	*Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. *Ensures the consistent and correct use of tense throughout a piece of writing. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language.	Bleak Bryher Bombarded Console Escallonia (hedge) Founder Gambolling Gaunt Gig Gleaming Haul Heed Hoarse Keeling (over) Limpet Lopsided Quayside Rousing Salvage Schooner Seething Spite Staggers Stern Tormenting Wallowed Wizened Yearning Zanzibar

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Fiction  GPS Focus: G5: Punctuation G1: Grammatical terms G3: Combining words / phrases / clauses G7: Standard English	Comprehension Inference language for effect themes	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)	Write a descriptive narrative entitled: 'The Cove' 2 part narrative (a) the perfect day at the seashore (b) the storm rolls in - lots of comparing and contrasting opportunities. Write a balanced discussion: Should 11-year old Cherry have been left alone on the beach? Rewrite the scene when Cherry meets the two tin miners as a playscript. Remember to use the appropriate conventions of the form. Establish the characters of the miners through the use of dialect. Make links with the Camperdown Ghost playscript. (In our version the dialect will be 'Geordie' rather than Cornish.	*Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. *Describes settings, characters and atmosphere. *Integrates dialogue to convey character and advance action. *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous *Independent writing shows the language and structural features of the text-type / genre. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Writing is organised into a logical sequence of paragraphs - with some shaping to highlight or prioritise information, provide chronological links, build tension or interject comment. *Uses devices to build cohesion within and between paragraphs (e.g. then, after that, this, firstly) deliberate repetition of words/ phrases, adverbials - secondly, next, later, closings refer back to openings.	Baleful Cowrie shell Defensive Defiant Diminutive Interminable Invariably Lament Meticulous Mischievous Naïve Pursuit Scornful Slight Wither

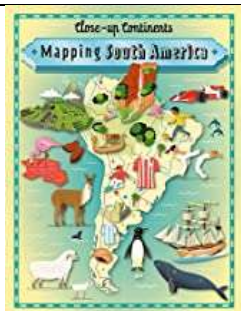
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced

Non-fiction  Fiction / non-fiction  GPS Focus: G7: formality G1: Grammatical terms/ word classes G5: Punctuation	Comprehension / Retrieval other	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Retrieving, recording and presenting information from non-fiction. Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Retell the story of the peppered moth Write a first person diary describing a day in the life of a peppered moth - with information about habitat, predator-prey interactions and survivor strategies. Write a letter of complaint from a peppered moth to the owner of the factory polluting its habitat. Write an explanation of how fossils are formed. Write a newspaper report about the discovery of a new fossil. A narrative about a trip back in time to the Jurassic (or any other) era, describing the plants, animals and topography of the time. (Make links to H.G. Wells) Write a letter to the curator of the Natural History Museum to ask for advice after the discovery of a new creature.	*Evidence of varied vocabulary across genre / text types - including technical vocabulary related to subject, age appropriate academic vocabulary. *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Uses mixed genres in their writing for a variety of purposes. E.g. a persuasive letter to a fictional character or a fictional newspaper report. *Identifies the audience for, and purpose of, the writing including using the appropriate register.	Adaptation Amphibian Ancestors Camouflage Characteristic Cladogram Cretaceous Evolution Evolve (d) Extinct Fossils Geologic Industrial Revolution Jurassic Mammal Mutation Natural selection Peppered moth Pollution Predator Primate Reptile Similarities Species Survival Topography Triassic Variation
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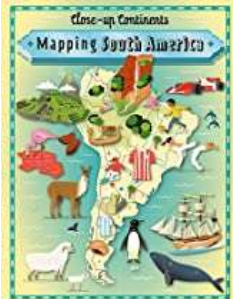
Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
Victorian Poetry: Focus - Childhood  And I Remember, I Remember by Thomas Hood GPS Focus: G5: Punctuation G6: Vocabulary G3: Combining words/ phrases and clauses	Language for effect themes & conventions others	Summarising the main ideas Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre) Making comparisons within and across poems. Learning poetry by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience Recommending poems that they have read to their peers, giving reasons for their choices.	Children to add new phrases to the gaps: A Child's Thought At seven, when I go to bed, I find..... Castles with Gardens where Fair ladies Or lost in While gallant horsemen That border all this I find, so clearly in my head At seven, when I go to bed. Take one line / image and develop it into a poem e.g. castles with shimmering golden turrets (focus upon the dreamlike, idyllic, fantastical) Write a poem beginning At seven, when I wake again This time reality replaces the dream / imagination Poems should focus upon the hardship, grime, work, slums and poverty of Victorian life. I find Factories..... Streets Grimy urchins Lost While brutal That border all this Write a review of their favourite poem - recommending it to a friend.	*Independent writing shows the language and structural features of the poetic forms. *Identifies the audience for, and purpose of, the writing including using the appropriate register. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Demonstrates an understanding of the nuances in vocabulary choices. *Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. *Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing.	Adorned Borne Bower Counterpane Dale Dimpling Enchanted Fleets Gallant Hark Idyllic Ignorance Kirk Laburnum Leaden Moored Morn (morning) Pastoral Prudent Vain Vessel

Year 6 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced

Non-fiction  S GPS Focus G4 verb forms – past tense	Comprehension / Retrieval other	Distinguishing between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages) Clearly identify various features relating to organisation at text level, including form Retrieving, recording and presenting information from non-fiction. Checking that the book makes sense to them and exploring the meaning of words in context Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)	Choose from: Amazon deforestation - persuasive letter to the Prime Minister: Save the Trees Amazon Adventure narrative Non-chronological report for a new book about creatures of the Amazon: Amazon River Dolphin (Pink Dolphin) News report: Threats to the Amazon River Welcome to Brazil - brochure Become an environmental scientist and prepare a report on the Amazon Basin for an Earth summit. Refer to the impact of human activity on the natural resources and communities of the region. Report on the land use cultural vulnerabilities, environmental impact and economic trade	*Uses organisational and presentational devices to structure a text and guide the reader. E.g. headings, sub-headings, columns, bullet points, underlining or tables. *Uses a wide range of presentational and organisational devices to structure texts. E.g. ICT, illustrations, flashbacks, single line paragraph for effect, *Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms. *Selects the appropriate form and style and uses other similar writing as models for their own. (able to draw imaginatively on models from their literary experiences - to develop characters and settings of their own.) *Selects appropriate vocabulary to enhance meaning or for impact or emphasis. E.g. Uses ambitious, adventurous or technical language. *Describes settings, characters and atmosphere.	Arid Civilisation climate continent crust deforestation democracies domestic empire equator fertile glacier Gondwana heritage indigenous isthmus landform landmass mantle migrate military dictators mineral Pangaea peninsula population poverty tectonic plates temperate timber tropical tundra
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G5 Punctuation

				
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