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| **AUT 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Y6** |  ***Stimulus*** | **Secret Garden & Ruin** |
| ***Reading skill*** | Retrieval | Prediction | Reading fluency assessment | Summarise | Prediction | Retrieval | Inference |
| ***Purpose/Text type outcome*** | **Character, Setting and Atmosphere description****Suspense Narrative** |
| ***DUO*** | Using a range of descriptive techniques to write about a setting.Writing a vivid setting description. | Writing a vivid setting description.Describing and developing a character.  | Continuing to develop a character’s story.Learning to write a flashback.  | Learning to sequence events to create a fast paced narrativeLearning about techniques to create tension and suspense. | Learning about techniques to create tension and suspense.Learning to manipulate clauses to create tension and suspense.  | Learning to create tension and suspense, using show don’t tell to convey emotion.Learning to write a fast paced narrative which grips the reader.  | Learning to edit a narrative using editing strips.Publishing a narrative.  |
| ***Grammar*** | Ready to Write |  |  |  |  |  |  |
|  | Ready to WriteRelative clauses | Ready to WriteModal verbs | Ready to WriteAdverbs | Ready to WriteParenthesis | Ready to WriteExpanded noun phrases | Ready to WriteCommas | Ready to WritePresent & Past tense |
| ***Spelling Shed/Phonics*** | Step 1: Challenge words | Step 2: Challenge words | Step 3: Challenge words | Step 4: Challenge words | Step 5: Challenge words | Step 6: Challenge words | Review all previous weeks |
| ***Handwriting*** | Week’s spellings h/w activity & Module 7: Shopping list | Week’s spellings h/w activity & Module 7: Dates FR | Week’s spellings h/w activity & Module 7: About me FR | Week’s spellings h/w activity & Module 7: Dictation | Week’s spellings h/w activity & Module 7: Sentences 1 | Week’s spellings h/w activity & Module 5: Sentences 2 | Week’s spellings h/w activity |
| **AUT 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Y6** |  ***Stimulus*** | **Secret Garden & The Alchemist’s Letter** |
| ***Reading skill*** | Retrieval | Prediction | Inference | Summarise | Prediction | Retrieval | Inference |
| ***Purpose/Text type outcome*** | **Persuasive writing****Adventure Narrative** |
| ***DUO*** | KINGSWOOD | Forming an argument for a class debate.Identifying the key features of persuasive writing | Writing a persuasive articleEditing & publishing a persuasive article | Writing a description using expanded noun phrases.Learning to use emotive language. | Learning to use similes and metaphors to convey thoughts and feelings.Learning to understand pathetic fallacy as a writing device.  | Learning to understand symbolism as a method of figurative language.Learning to plan a narrative. | Learning to write a narrative.Learning to edit a narrative.  |
| ***Grammar*** | Synonyms & Antonyms, Word Classes and Subjunctive Form |  |  |  |  |  |  |
|  | KINGSWOOD | Synonyms & AntonymsSynonyms & Antonyms | Word ClassesIdentifying Nouns, verbs, adjectives & adverbs in sentences | Word ClassesIdentifying subjects, objects, determiners, conjunctions and prepositions in sentences | Word ClassesIdentifying Word Classes in sentences | Subjunctive FormWas or were? | Subjunctive FormRecognising and Using subjunctive form |
| ***Spelling Shed/Phonics*** | KINGSWOOD | Step 7: Challenge words | Step 8: Challenge words | Step 9: Challenge words | Step 10: Challenge words | Step 11: Words with the short vowel sound /i/ spelled ‘y’ | Step 12: Words with the long vowel sound /igh/ spelled ‘y’ |
| ***Handwriting*** | KINGSWOOD | Week’s spellings h/w activity & Module 7: Sentences 3 | Week’s spellings h/w activity & Module 7: Sentences 4 | Week’s spellings h/w activity & Module 7: Sentences 5 | Week’s spellings h/w activity & Module 7: Sentences 6 | Week’s spellings h/w activity & Module 7: Sentences 7 | Week’s spellings h/w activity & Module 7: Sentences 8 |