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| **SPRING 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |  |
| **Y6** |  ***Stimulus*** | **Street Child** |
| ***Reading skill*** | Reading fluency  | Reading rechargedRetrieval | Reading fluency**Assessment** | Reading rechargedInference | Reading fluency | Reading rechargedSummarising |  |
| ***Purpose/Text type outcome*** | **Diary recount****Non-chronological report** |
| ***DUO*** | Identifying key features of a non-chronological reportMaking notes and developing ideas through my research | Writing a non-chronological report and select appropriate languageRevising and editing a non-chronological report | Identifying the key features of a diary entry (I DO)Identifying the key features of a diary entry (WE DO & YOU DO) | What a character may be thinking and feeling and to write a first-person recountWhat a character may be thinking and feeling and to write a first-person recount | Planning a diary entry using the boxing up method (model text)Writing an opening to a diary entry. | Completing writing a diary entry Revising and editing a diary entry. |  |
| ***Grammar*** | Punctuation 1 |  |  | Active and Passive |  | Formal and informal |  |
|  | Punctuation 1Commas in a list | Using colons and semi colons | Writing in notes and using bullet points for a list | Active and PassiveIdentifying verbs in sentences and recognising the passive verb | Using the passive verb | Formal and informalRecognising formal and informal writing  |  |
| ***Spelling Shed*** | Step 13 – Adding the prefix ‘-over’ | Step 14 – Words with the suffix ‘-ful’ | Step 15 – Words that can be nouns and verbs. | Step 16 – Words with an /oa/ sounds spelled ‘ou’ or ‘ow’ | Step 17 – Words with a ‘soft c’ spelled ‘ce’ | Step 18 – Words with the prefixes ‘dis-‘, ‘un-‘, ‘over-‘, and ‘im-‘ |  |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 7: Nouns | Weekly spellings handwriting activity & Module 7: Verbs | Weekly spellings handwriting activity & Module 7: Question | Weekly spellings handwriting activity & Module 7: Commas | Weekly spellings handwriting activity & Module 7: Adverbs | Weekly spellings handwriting activity & Module 7: Colons |  |

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| **SPRING 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |  |  |
| **Y6** |  ***Stimulus*** | **Street Child** |
| ***Reading skill*** | Reading fluency | Reading rechargedVocabulary | Reading fluency | Reading rechargedPrediction | Reading fluency |  |  |
| ***Purpose/Text type outcome*** | **Diary recount****Non-chronological report****Biography** |
| ***DUO*** | Publishing a diary entryDescribing a character | Describing a characterLearning order and organise key events and information | Planning and performing and interview considering what a character may be thinking and feelingLearning to research and plan a biography | Learning to write a biography using appropriate layout, features and languageRevising and editing a biography | Publishing a biography |  |  |
| ***Grammar*** | Formal and informal |  |  | Punctuation 2 | Hyphens |  |  |
|  | Subjunctive form in Formal speech and writing | Question tags in informal speech and writing & informal and formal vocab | Using formal and informal styles | Punctuation 2Using punctuation to mark boundaries (colons/dashes) | HyphensRecognising and using hyphens to avoid ambiguity |  |  |
| ***Spelling Shed*** | Step 19 – Words with the /f/ sound spelled ‘ph’ | Step 20 – Words with origins in other countries and languages | Step 21 – Words with unstressed vowel sounds | Step 22 – Words with ‘cial’ /shul/ after a vowel | Step 23 – Word with ‘tia’ /shul/Step 24 – Words beginning with ‘acc’ |  |  |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 7: Pro-nouns | Weekly spellings handwriting activity & Module 7: Semi-colons | Weekly spellings handwriting activity & Module 7: Prepositions | Weekly spellings handwriting activity & Module 7: Contractions | Weekly spellings handwriting activity & Module 7: Conjunctions & Possession |  |  |