



Topic	Maafa		The Frozen Kingdom		Britain at War	
Key Texts and Contexts	<p>Term 1 Fiction Freedom 1783 by Catherine Johnson</p> <p>Class Assembly</p>	<p>Term 2 (Poetry and performance) The Bonfire at Night by Enid Blyton</p> <p>In Flanders Fields by John McCrae</p> <p>Twas the Night Before Christmas by Clement Clarke Moore</p>	<p>Term 3 (Non-Fiction) You Wouldn't Want to Be on Shackleton's Polar Expedition! by Jen Green.</p>	<p>Term 4 (Fiction) The Wolf Wilder by Katherine Rundell</p> <p>Bewl Water Residential</p>	<p>Term 5 (Fiction) Goodnight Mr Tom by Michelle Magorian</p>	<p>Term 6 (Poetry and performance) and Non-Fiction Year 6 end of year performance.</p> <p>The Second World War (Usborne History of Britain) by Henry Brook</p>
Term Focus and Genre	<p>Introduction to year 6 personal profile. Non-chronological report: <i>Africa Today</i> Newspaper Report: <i>Amistad mutiny</i> Persuasive letter: <i>Abolition of slavery</i> Diary Entry: <i>From Nathaniel's perspective</i> Performance Review: <i>Class assembly</i></p> <p>Children can...</p>	<p>Poetry: Varied structure: <i>Slavery acrostic, Firework imagery, and Remembrance.</i> Non-chronological report: <i>The Windrush Generation</i> Biography: Inspirational black Britons Narrative: <i>Christmas short story</i></p> <p>Children can...</p>	<p>Biography: <i>Ernest Shackleton</i> Non-chronological reports: <i>Arctic and Antarctica</i> Poetry – Haiku: <i>Arctic animals.</i> Guidance documents: <i>Antarctic expedition Survival Guide</i></p> <p>Children can...</p>	<p>Newspaper reports: <i>The Endurance</i> An adventure narrative: <i>Arctic expedition</i> Story book for buddies</p> <p>Children can...</p>	<p>Persuasive leaflet: <i>Bewl Water and Wartime.</i> Historical Narrative incorporating flashback Diary Entry: <i>Evacuee</i> Informal letter: <i>Evacuee/ Willie Beech</i></p> <p>Children can...</p>	<p>Poetry: <i>Write a World War Nonet. Write a Leavers' Acrostic.</i> Description: <i>Windmill Wood</i> Playscript extract: <i>Year 6 end of year performance.</i></p>
Handwriting	Practise letter formation as required		Choose the implement and writing style best suited for the task		Write legibly and fluently with increasing speed	
Phonics into Spelling	<ul style="list-style-type: none"> • Revise the "i" sound spelt "y" other than at the end of words • Words ending in -able and -ible; -ably and -ibly • Adding suffixes beginning with vowel letters to words ending in -"fer". • Use of the hyphen (to spell words) 	<ul style="list-style-type: none"> • Revise sound spelt "ou" • Revise the letter string "ure" • Revise the suffix "sion" • Revise words ending "gue" and "que" • Revise words with the "ei" sound spelt "ei," "eigh," or "ey" • Endings spelt "cious" or "tious" • Homophones and other words that are often confus 	<ul style="list-style-type: none"> • Investigate prefixes and their meanings • Revise the suffix "ly" • Revise the suffix "ous" • Revise words with the "k" sound spelt "ch" • Revise words with the "sh" sound spelt "ch" • Revise endings spelt "cial" and "tial" • Words containing the letter-string "ough" Words with 'silent' letters 	<ul style="list-style-type: none"> • Investigate prefixes and their meanings • Revise the suffix "ation" • Endings spelt "tion," "sion," "ssion," and "cian" • words with the "i" sound spelt "ei" after c (and other ie/ei words) • revise all previously learned homophones 	<ul style="list-style-type: none"> • Investigate prefixes, suffixes, root words and their meanings • Words with the "s" sound spelt "sc" • Words ending in "ant," "ance." "ancy," "ent," "ence" and "ency" • Practise and check any problematic homophones from 	<ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. Know when and when <i>not</i> to use an apostrophe for possession in given examples



					Y5-6 Spelling Appendix	
Grammar/Terminology	<ul style="list-style-type: none"> •Types of nouns •Relative Clauses •Modal verbs •Revise four types of sentences 	<ul style="list-style-type: none"> •Identify synonyms and antonyms •Possessive pronoun <p>Expanded noun phrases</p>	<ul style="list-style-type: none"> •Determiners <p>Preposition phrases in sentences, including prepositions of place and time</p>	<ul style="list-style-type: none"> •Use fronted adverbial ensuring correct placement of comma •Verb forms-Active and passive •Subjunctive verb forms 	<ul style="list-style-type: none"> •Read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose <p>Write different types of poems</p>	<ul style="list-style-type: none"> •Revise word class, including pronouns, prepositions and determiners •Strengthen and improve verbs in writing •Write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality <p>Compare sentences in simple past with perfect past verb form</p>
Sentence Building Punctuation	<ul style="list-style-type: none"> •Use a colon to introduce a list •Discuss and use commas, semi-colons and colons to separate clauses effectively <p>Discuss idea of ambiguity, when meaning is not clear</p>	<ul style="list-style-type: none"> •Model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; •Identify ellipsis in texts <p>Edit deliberate punctuation errors</p>	<ul style="list-style-type: none"> •Identify and model use of hyphen <p>Revise use of possessive apostrophe for singular plural nouns</p>	<ul style="list-style-type: none"> •Use comma for all its purposes •Use a single dash 	<ul style="list-style-type: none"> •Use bullet points where appropriate •Revise use of apostrophe •Make decisions about punctuation, sometimes including dash, semi-colon and colon <p>Discuss, highlight and analyse range of punctuation in texts.</p>	
Sentence Building Construction	<ul style="list-style-type: none"> •Construct a varied range of sentences including parenthesis 		<ul style="list-style-type: none"> •Write dialogue accurately and independently 		<ul style="list-style-type: none"> •Maintains a range of tenses mostly successfully even when alterations in tense are required. e.g. shifts between past and present 	
Text Building	Independently organise information from beginning to end, using meaningful paragraphs	Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g.	Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text	Confidently use the features of a wide range of genres across narrative and non-narrative forms	Ensure consistent and correct use of tense through the piece	Write a summary of longer passages Write a wider range of poetry in different forms e.g. rhyming / narrative poem /



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		use of adverbials such as <i>on the other hand, in contrast, as a consequence</i> ; and ellipsis.				mood poem / poems which include change of structure / riddle etc.
Authorial Effect	Communicate coherently and effectively with increased confidence, independence and audience awareness:					
	Draw on reading and research to select context and vocabulary <i>(Study Amistad mutiny to write Newspaper report)</i>	Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader <i>(Figurative language to create imagery in firework poems)</i> Explore the effect of their poetry on the reader	Read work aloud to check its intended effect – <i>(Haiku poetry)</i> Use further organisational devices to guide the reader e.g. in non-narrative writing <i>(Non-Chronological Artic and Antarctic reports)</i>	Independently identify purpose and potential audience/s, and the intended effect of their writing upon them <i>(planning, drafting and editing a storybook for EYFS children)</i> Plan writing, noting and developing ideas, either independently or through peer discussion <i>(Adventure Narrative)</i>	Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience <i>(Flashback within narrative)</i>	Proof-read for clarity of meaning and effect