



Weston Park Primary School

Year 6	Autumn 1 (7 weeks) Crime & Punishment				Autumn 2 (7 weeks) Life can be Savage		
Duration	2 weeks (1x INSET DAYS)	2 weeks	2 weeks	1	2 weeks	2 weeks	2 weeks
Purpose	1.To report/inform. Crime scene hook day and follow up 2. To describe/build an image for the reader. Character description Reading lessons— Hook into book	To inform (more formal) Newspaper report	To inform. Non-chron report Visitor—Prison warden Hook—Victorian punishment – practical experience. (history)		To create an emotive response. To share the mood of ‘The Piano.’ To share innermost thoughts and feelings Emotive writing— longing, missing or regret. Diary or letter. Deepening understanding— Flanders’ fields?	To entertain. To build an image for the reader. Setting description Reading linked to The Savage/ Jacqueline Hyde extract. Hook —Trip to Weston Woods and linked Geography work.	To entertain. To create action. Extended narrative (action story—missing chapter.)
Skills coverage: NC yr6/ TAF <i>CEW selected and discussed. Purpose/ audience throughout Editing taught throughout.</i>	VGP: use prepositions to develop expanded noun phrases further. using relative clauses /relative pronoun who , whose, that , where, which relating to his physical features and his clothing using commas to demarcate. Composition: describing characters Selecting appropriate vocabulary Sp: -cious or -tious endings	VGP: using a colon to introduce a list , vocabulary appropriate for formal writing. Subordinating conjunctions (on the other hand, in contrast, as a consequence) Passive voice. (had been, were discovered by) Composition: selecting appropriate vocabulary, varying grammatical structures (-ed openers. Concerned.) Sp: -cial, -tial -ant, -ance, -ancy	VGP: using brackets and dashes commas to indicate parenthesis punctuating bullet points consistently Subordinating conjunctions (on the other hand, in contrast) selecting appropriate vocabulary, varying grammatical structures (-ing openers. Having, Working,) Composition: selecting language that shows good awareness of the reader varying grammatical structures noting and ideas, drawing on research, Structure of a NF paragraph. using organisational and presentational devices to structure text and to guide the reader Sp: ible/able	Mock SATS	VGP: cohesion using conjunctions and adverbials, parenthesis using dashes, use the perfect verb form to mark time and cause Composition: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning describing settings, characters and atmosphere Sp: Homophones and other words that are often confused	VGP: using the subjunctive form, use of figurative language (similes, metaphors, personification) using expanded noun phrases Composition: In narratives, describing settings and atmosphere, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Sp: ant,ance, ancy/ ent, ance, ancy 2022 gaps: Revision of double consonant for short vowel sound (yr2 input)	VGP: integrate dialogue in narratives to convey character and advance the action, inverted commas, select vocabulary and grammatical structures that reflect what the writing requires, (e.g. using contracted forms in dialogues in narrative) to use semi colons to mark boundaries. Composition: using a wide range of devices to build cohesion within and across paragraphs Sp: words with the sound spelt ei after c, words with ‘silent’ letters. 2022 gaps: Revision of ed/ing endings (brief reminder and self checking)
Short burst writes/ practise application of taught skills	Skills builder paragraph. I do/you do modelled write— Wild boy description.	Skills builders —varied openers and structures reporting on Victorian crimes. I do/ you do modelled write - bank robbery news report. Vocab and formality focus.	Paragraph to practise taught skills— write about hard labour and transportation of convicts to Australia . I do/you do Victorian workhouse modelled write -non-chron report. Intro and 1paragraph only.		Skills builders 1. Paragraph sharing the narrative of The Piano—conjunctions 2. Summary of The Piano—dashes 3. Descriptive paragraph about what happened to his brother in the war—adverbials I do/you do teacher model—best friend moving schools. Regret, longing and missing.	1. Meeting the Savage. If I were to ... 2. Life in the woods—figurative language practise. Show me, don’t tell me. Developing mood. 2. I do/ you do teacher model description of a graveyard. Figurative and powerful language choices as a focus.	1. Semi colon practise—retell a scene from The Savage. 2. Extend a scene from ‘The Savage’ to include speech with expended reporting clauses etc. 2. create a scene based on ‘The Savage.’ Tell a short story. Power of 3. 3. I do/you do teacher model story—The Old Mill—cohesion.
Cross curricular opportunities.	History: Letter to Queen Victoria (explaining the increased crime rates and planned solutions.)	Science : 1. Journey of a blood cell 1st/3rd person 2. Immunisation comic strip.	History: Diary from Victorian inmates POV. Purpose: to share innermost feelings.		CC opp linked to remembrance? Emotive poem? Flander’s field/Dulce etc	CC -History : Enquiry outcome for remembrance research written up?	CC -History : Enquiry outcome for remembrance research written up?
Final independent outcome	1. Summary of findings— CSI report. 2. Character description of a chosen circus freak	News paper report—the 3rd Wild boy Murder!	Non-Chron report about Victorian prisons .		Child’s choice: Diary entry or personal letter to the man’s wife.	Setting description of Burgess Woods	A lost chapter from ‘The Savage’ Children’s choice of action in the extended narrative.
Key Text	Wild Boy	Wild Boy	Wild Boy Non-Chron reports/prison texts.		The Piano film clip	The Savage Poems x2 ‘The Woods’	The Savage
Class Readers:	Wild Boy. Holes				Private Peaceful		
Additional suggestions:	Sherlock Holmes				War Horse		



Year 6

Spring 1 (7 weeks)

Monday 4th January — Friday 18th February

Spring 2 (6 weeks) WW2/Migration

Monday 28th February — Friday 8th April

Duration	2.5 weeks (1xBH)	1	2 weeks	2 weeks	2 weeks (+MOCK SATS)	1 week
Purpose	<p>Hook Day—Africa. Drumming workshop and linked geography lessons.</p> <p>To persuade. Persuasive writing Debate (reading objective link)</p>	Mock SATS	<p>To entertain. To create suspense and mystery. Extended narrative</p>	<p>A range of tasks, outcomes and purposes linked to The Arrival</p>	<p>To entertain. Spell Poem.</p> <p>To share innermost thoughts and feelings. Diary</p>	<p>To inform. Non Chron report.</p>
Skills coverage: NC yr6/ TAF CEW selected and discussed. Purpose/ audience throughout Editing taught throughout.	<p>VGP: recognising vocabulary and structures that are appropriate for formal speech and writing, subjunctive forms, using passive verbs, semi colons, dashes and formal punctuation, persuasive devices and their effect. Composition: selecting appropriate grammar and vocabulary, direct address in formal writing Sp: Review of spelling rules and CEW.</p>		<p>VGP: select language that shows good awareness of the reader, describe settings, characters and atmosphere, integrate dialogue to convey character and advance the action, multiclaue sentences. Composition: use a range of devices to build cohesion, use verb tenses consistently and correctly Sp: letter string ough, adding suffixes beginning with vowel letters to words ending in -fe</p>	<p>VGP: select language to convey the correct atmosphere and mood, use conjunctions, use of figurative language, Composition: use a range of cohesive devices, range of sentence structures and punctuation..</p> <p>Persuasive letter is the first 'moderation piece' of writing.</p>	<p>VGP: revise the use of figurative language to enhance meaning. select vocabulary and grammatical structures that reflect what the writing requires use the range of punctuation Composition: write effectively for a range of purposes and audiences, select language that shows good awareness of the reader</p> <p>Supplementary evidence in 'moderation pieces' of writing.</p>	<p>VGP: writing in an impersonal formal style, subjunctive form, passive verbs, select vocabulary and grammatical structures that reflect what the writing requires use the range of punctuation, modal verbs Composition: write effectively for a range of purposes and audiences, select language that shows good awareness of the reader, organisational and presentational devices to structure text and to guide the reader, using a wide range of devices to build cohesion within and across paragraphs</p> <p>'moderation pieces' of writing generally start here</p>
Short burst writes/ Application of taught skills	<p>Skills builder: 1. Passive voice 2. Formal newsreader speech to share information about the Bluchers/council worker deaths.</p> <p>I do/ you do teacher model -persuasive letter about school uniform. Model one paragraph.</p> <p>3. Persuasive paragraph to prepare for formal debate</p>		<p>1. Character description of Red Scarf. 2. Paragraphs about character feelings (2 tasks) Different perspectives. 3. Conversation between driver and Red Scarf.</p>	<p>1. Diary extract from either little girl or mother after father leaves. (verb openers and powerful language) 2. Paragraph from fathers point of view (passive voice) 3. Formal phrasing practise task/ subjunctive form</p>	<p>Revise Yr6 writing skills—describe a main character.</p>	
Cross curricular opportunities	<p>Topic: Response to drumming workshop? Letter? Workshop review?</p>			<p>Theme of movement and migration Use the Arrival to learn about movement of people. Particular focus on child refugees.</p>		
Final independent outcome	<p>Write a formal persuasive letter in response to the question 'should the school stay open or should it close?'</p>		<p>Extended narrative—suspense. Children's choice of setting/characters etc based on Road's End.</p>	<p>1. Paragraphs to justify inferences made about the character. 2. Letter home from the main character in the story. (informal) 3.'Why should the government help child refugees?' Formal letter to Boris Johnson</p>	<p>1. Spell poem that Prospero could use to conjure up a storm. 2. Diary entry—from either Caliban or Prospero's point of view.</p>	<p>Care guide—how to look after Caliban. (formal and impersonal.)</p>
Key Text	<p>The Boy in the Tower Persuasive letters</p>		<p>Road's End—Literacy Shed film clip.</p> <p>Additional 'Ruin' Unit—1 weeks worth for action sequencing if needed see JP</p>	<p>The Arrival Shaun Tan News articles based on refugees. News clips/interviews.</p>	<p>Shakespeare—The Tempest</p>	<p>Shakespeare—The Tempest</p>
Class Readers	<p>Boy in the Tower,</p>			<p>Letters from the lighthouse.</p>		
Additional suggestions:	<p>Day of the Tryfidds Journey to Jo'Burg</p>		<p>Boy in the Striped Pyjamas Holocaust link. No country graphic novel—refugee link</p>			



Summer 1 (6 Weeks) WW2

Summer 2 (7 weeks) Theme Park Adventure

Monday 6th June - Friday 22nd July

Duration	6 weeks (SATS)		2 weeks	2-3 weeks	1 week Data entry deadline	2 weeks
Purpose	<p>Hook day —Evacuation experience and linked history lessons.</p> <p>To describe. To create imagery. Description</p>	<p>Child's choice of purpose: To catch up, to share views, to complain... Informal letter.</p>	<p>To entertain. Time Slip narrative</p>	<p>To entertain Story opening</p> <p>To persuade Letter (formal)</p>	<p>To inform. Brochure/leaflet</p>	<p>To inform To persuade Leaflet.</p>
Skills coverage: NC yr6/ TAF CEW selected and discussed. Purpose/audience throughout Editing taught throughout.	<p>VGP: select vocabulary and grammatical structures appropriate to purpose and audience, commas to mark clauses, parenthesis, ENP. Composition: cohesion—conjunctions and adverbials, language for effect. Sp: Review of spelling rules and CEW</p> <p>'moderation piece' of writing.</p>	<p>VGP: dashes for parenthesis, using the appropriate voice and register (local dialect) using a colon to introduce a list, punctuating bullet points consistently Composition: select grammatical structures appropriate to purpose and audience, Sp: Review of spelling rules and CEW.</p> <p>'moderation piece' of writing.</p>	<p>VGP: using relative clauses, use verb tenses consistently and correctly, use the range of punctuation taught at key stage 2 (inverted commas and other punctuation to indicate direct speech) ENP Composition: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, develop characters and settings, using a wide range of devices to build cohesion within and across paragraphs Sp: Review of spelling rules and CEW.</p> <p>'moderation piece' of writing.</p>	<p>Apply YR6 writing skills ahead of moderation.</p> <p>Key areas: Select appropriate grammar, punctuation and structures that are fit for purpose. Write appropriately for audience and purpose. Sustain writing.</p> <p>'moderation piece' of writing. Bring unit forward before half term if necessary.</p>	<p>Apply YR6 writing skills ahead of moderation.</p> <p>Key areas: Select appropriate grammar, punctuation and structures that are fit for purpose. Write appropriately for audience and purpose. Sustain writing.</p>	<p>Theme Park topic. Children design a Theme Park. Use maths lessons to stick to a budget, calculate revenue and profit. Use English lessons to create the publicity and information.</p>
Short burst write	<p>Skills builder: Short paragraph to describe the aftermath of 7th September raids.</p>	<p>Skills builder: 1. Practise with apostrophes, parenthesis and sentence structures. 2. Short note to gossip, natter, persuade or complain—exploring informal and formal writing and using appropriate voice and register.</p>	<p>Skills builder: 1. Revision of description. Scene description—use varied sentence structures and vocabulary. 2. dialogue paragraph to move narrative forward</p>			
Cross curricular opportunities.	<p>History: Life in an air raid—research</p>		<p>History: Air raid precautions information leaflet.</p>			<p>Cross curricular theme park project.</p>
Final independent outcome	<p>Air raid description Personal account (aftermath) or memoirs/diary. Choice of location.</p>	<p>Informal letter based on evacuation. Children's choice of purpose and audience.</p>	<p>Extended time slip narrative based on Nick's History project and war scenes learned in history.</p>	<p>Portal Story opening. Non fiction linked to the Portal story—letter to persuade the police to increase the search for the missing character.</p>	<p>Information leaflet/ tour guide about the portal destination.</p>	<p>Information leaflet Theme park</p>
Key Text	<p>Friend or Foe, 7th September Poem</p>	<p>Variety of air-raid accounts Goodnight Mr Tom (extracts)Letters from the lighthouse.</p>	<p>Nick's History Project short story) Optional Beyond the Lines unit—see JP if required. Week long unit</p>	<p>The Portal (Deepening Understanding) The Portal novel. (extracts)</p>	<p>Leaflets to explore</p>	<p>Leaflets to explore Theme Park websites and media.</p>
Class Readers	<p>.Letters from the Lighthouse, Friend or Foe</p>			<p>Stormbreaker,</p>		
Additional suggestions:	<p>Goodnight Mr Tom , Carries War</p>			<p>Swallows and Amazons The Portal</p>		