

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (7)
Topic	South America- comparing life in the different areas (affluent areas and the Favelas)	The Battle of Britain (WW2)	Earning a living- world trade and economics	Local area study- the changing role of the pottery industry in our local area	Crime and punishment across Britain from 1066	Being a Geographer- famous Geographers of the past, present and the future.
Main text	Trash- Andy Mulligan 	Letters from the lighthouse- Emma Carroll 	The Nowhere Emporium- Ross Mckensie 	The Nowhere Emporium- Ross Mckensie 	Holes- Louis Sachar 	Treasure Island- Robert Louis Stevenson 
Medium term plans	English Autumn 1 MTP Year 6.docx	English Autumn 2 MTP Year 6.docx	English Spring 1 MTP Year 6.docx	English Spring 2 MTP Year 6 .docx	English Summer 1 MTP Year 6.docx	Treasure Island SOL 2022 FINAL.docx

VIPERS	Trash VIPERS	Letters from the Lighthouse VIPERS	The Nowhere Emporium 9-11 - VIPERS Discussion Guide	The Nowhere Emporium 9-11 - VIPERS Discussion Guide	Holes VIPERS	
Supporting texts	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23	Refer to Y6 Reading Spine Year 6 Reading Spine 2022-23
Written outcomes	Non- narrative- Non chronological report on 'The Day of the Dead' Narrative- Letter from sister Olivia.	Non- narrative- Non chronological report on evacuees Narrative- Diary extract from Olive's perspective	Narrative- Suspense narrative Non- narrative- Biography of Lucien Silver	Non- narrative- Diary entry of Daniel Narrative- Story involving their own 'Nowhere Emporium'	Narrative- Letter from Stanley to mum Non- narrative- Non chronological reports on Yellow Spotted Lizards.	Non- narrative- Non chron on pirates Narrative- Retell of the raid at the Admiral Benbow
Reading outcomes	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the	Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the

	<p>the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied</p>	<p>structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence</p>	<p>structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence</p>	<p>structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence</p>	<p>structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence</p>	<p>structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence</p>
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	<p>information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in sentences.</p>	<p>found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in</p>	<p>found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in</p>	<p>found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in</p>	<p>found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in</p>	<p>found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in</p>
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	Find and summarise key information from different parts of the text.	sentences. Find and summarise key information from different parts of the text.	sentences. Find and summarise key information from different parts of the text.	sentences. Find and summarise key information from different parts of the text.	sentences. Find and summarise key information from different parts of the text.	sentences. Find and summarise key information from different parts of the text.
Grammar	Noun phrases modal verbs and subjunctive mood Suffixes - Nouns and Adjectives to Verbs relative clauses relative clauses commas	Pronouns and possessive pronouns adverbs to show frequency prefixes colons in lists subordinating and coordinating conjunctions	Synonyms and antonyms adverbs to show possibility root words hyphens coordinating conjunctions	Subject and object ambiguity hyphenated compound words bullet points perfect form of verbs to mark relationships of time and cause	Direct and reported speech active and passive voice semi-colons, colons, dashes to mark clauses	Verb tenses editing and evaluating parenthesis-brackets, commas and dashes formal and informal writing cohesion across paragraphs
Spelling	Week one: Ambitious Synonyms: Adjectives Week two: Homophones & Near Homophones: Nouns that end in	Week one: Words ending in -able Week two: Words ending in -able Week three: Word families based on common	Week one: Adding suffixes beginning with vowel letters to words ending in -fer Week two: Words with a long /e/ sound spelt 'ie'	Week one: Words with endings which sound like /shuhl/ after a vowel letter Week two: Words with endings which sound like /shuhl/	Week one: Word families based on common words, showing how words are related in form and meaning Week two:	Week one: Synonyms and antonyms Week two: Synonyms and antonyms Week three: Synonyms and antonyms

	<p>-ce/-cy and verbs that end in -se/-sy</p> <p>Week three: Adjectives ending in -ant into nouns ending in -ance/-ancy</p> <p>Week four: Adjectives ending in -ent into nouns ending in -ence/-ency</p> <p>Week five: Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel</p> <p>Week six: Hyphens: To join compound adjectives to avoid ambiguity</p>	<p>words, showing how words are related in form and meaning</p> <p>Week four: Word families based on common words, showing how words are related in form and meaning</p> <p>Week five: Word families based on common words, showing how words are related in form and meaning</p> <p>Week six: Creating diminutives using prefixes micro or mini</p>	<p>or 'ei' after c (and exceptions)</p> <p>Week three: Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Week four: Word families based on common words, showing how words are related in form and meaning</p> <p>Week five: Word families based on common words, showing how words are related in form and meaning</p>	<p>after a consonant letter</p> <p>Week three: Words with a 'soft c' spelt /ce/</p> <p>Week four: Word families based on common words, showing how words are related in form and meaning</p> <p>Week Five: Word families based on common words, showing how words are related in form and meaning</p>	<p>Words that can be nouns and verbs</p> <p>Week three: Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Week four: Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Week five: Words ending in -ible</p> <p>Week six: ords ending in -ibly</p>	<p>Week four: Synonyms and antonyms</p> <p>Week five: Synonyms and antonyms</p> <p>Week six: Synonyms and antonyms</p>
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