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| **Year 6**  **LENT TERM**  **(Approx.13 weeks)** | **4 weeks (2 weeks to complete in this term)** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)**  **BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| FICTION (narrative) | NON-FICTION (writing to inform) | FICTION (narrative) | NON-FICTION (writing to persuade) |
| ***Text*** | Skellig | Newspaper report  Link to History-Victorians Great Exhibition | The Wedding Ghost | Speech on environmental issues  Link to Geography-protecting the environment |
| ***Structure*** | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, dilemma, resolution and ending.  Characters, setting and plot. | **How will we organise this piece of writing?**  Interesting, punch headline. Sub-headline and by-line.  Introductory paragraph answering 5W’s.  Commentary of main events including reported and direct speech from witness accounts.  Conclusion for what might happen next following on from the report. | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, dilemma, resolution and ending.  Characters, setting and plot.  Use of speech in text: Dialogue between characters with comma used after the subject and predicate e.g. he said. Reported speech starts with the subject and predicate.  Build suspense. | **How will we organise this piece of writing?**  Be clear on topic, purpose and directly address the audience. Think about tone.  Introduce point, main body with evidence to make point and then conclude.  Include facts, statistics and opinions.  Engage audience with emotive language, repetitive language and rhetorical questions. |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know familiar setting of house, linked to story setting.  Know meaning of some trickier vocabulary from Skellig story.  Know what mythical creatures are. | **What knowledge will children need to have in order to write this successfully?**  Know what a newspaper report looks like and features of this.  Know about the Victorians and their drive for invention.  Know what happened at the Great Exhibition and what it looked like there. | **What knowledge will children need to have in order to write this successfully?**  Know Wedding Ghost story and the relationships between real and ghost characters.  Know what a wedding is. | **What knowledge will children need to have in order to write this successfully?**  Know what a speech is and features of this.  Know what the environment is.  Know possible ways to care for and protect our environment.  Know reasons why it is important to protect the planets. Know factual evidence to support this. |
| ***Word*** | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to mythical creatures.  Descriptive adjectives for characters covering range of adjective types.  Model verbs for degrees of possibility.  Contracted forms for more informal language in speech from characters. | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to Victorians and the Great Exhibition.  Adverbials for time and place.  Range of conjunctions to extend sentences.  Synonyms to build interesting vocabulary choices. | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to the Wedding Ghost.  Descriptive/figurative language-adverbs, similes and metaphors.  Fronted adverbials. | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to the environment  Use persuasive language such as powerful adjectives and memorable phrases.  Rhetorical questions.  Emotive language  Informative phrases such as “research suggests that…” |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**  Expanded noun phrases with 2 or more adjectives and comma use.  Sentence inversion to use verb before noun.  Non-finite clauses  Direct speech, creating dialogue between characters. Distinguish between speech and written form. Integrate amongst narrative. | **How will children compose well-written eloquent sentences?**  Sentences written in third person and in past tense.  Use of adverbials of time and place to build cohesion between paragraphs.  Integrated dialogue within report- using direct and reported speech, correctly demarcated.  Complex sentences with factual evidence. | **How will children compose well-written eloquent sentences?**  Use “zoom in” sentences- 3 fronted adverbials of place getting closer to the subject of the sentence.  Use “zoom out” sentences- 3 fronted adverbials that getting further away from the subject of the sentence.  Use triple time’ sentence- begins with 3 adverbials of time separated by commas.  Use colons to introduce information that expands or illustrates.  Range of sentence starters for variation and interest.  Descriptive sentences- show don’t tell sentences using metaphors/similes. | **How will children compose well-written eloquent sentences?**  Write in 1st person and present tense.  Fronted adverbials for manner punctuated with comma.  Relative clauses to add detail.  Write paragraphs which are suitably linked.  Sustained, well-paced and logical flow to structure of sentences sequence together  Mixture of long and short sentences for impact. |