Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	*CLPE Recovery Curriculum Unit of work based on the book Here We Are by Oliver Jeffers* Letters from the Lighthouse By Emma Carroll		Holes By Louis Sachar		River Boy By Tim Bowler	Clockwork By Philip Pullman
	Reciprocal Reading Focus Texts **Fiction** The Fib Albion's Dream Gaby to the rescue An Encounter at sea **Non-Fiction** Tha Giant Panda Bear Swimming the English Channel **Poetry** Grannie Poetry *Walter de La Mare		*Reciprocal Reading Focus Texts* **Fiction** The Fib The Lost Queen Wild Ride The Lost World **Non-Fiction** The Way of the Dodo Space Tourism **Poetry** Giants		*Reciprocal Reading Focus Texts* **Fiction** The Fib The Kite Rider The Secret Garden Miss Peregrine's Home for peculiar children **Non-Fiction** Pair of Glasses Mistaken for Art A Letter to The Explorers Club **Poetry** Wind Cat Poems about the Sea	

Opportunities for Writing	Writing from a different perspective- another hospital patient Contrasting diary entries- Olive and Cliff before being evacuated. setting description – Budmouth point and enemy aircraft crash Non chronological report – evacuation Balanced argument –to help or not help injured enemy pilot Recount in role –boat arrives from France Journalistic writing- Kristallnacht Letter writing –to the author Emma Carroll Biographical writing – author Emma Carroll Autobiographical writing – their life so far and imagined in the future	Setting description – first day of digging Letter writing –letter home in role as Stanley Persuasive leaflet – Green Lake Biographical writing x2 Louis Sachar and Kissin' Kate Barlow Diary entry- in role as Stanley when Zero runs away. Diary entry from different perspective – someone at camp after Zero and Stanley have gone Balanced argument – Is it ever right to steal?	Setting description Letter writing Writing from a different perspective Write an alternative ending Diary entry	Poetry about clocks and time Contrasting diary entries for Karl and Fritz. Newspaper reports for night before unveiling Narrative about scary clockwork story or animal Newspaper reports about Karl's death Argument – Who was to blame?

Punctuation	Revise y5 objectives use of commas to clarify meaning or avoid ambiguity	Revise y5 objectives brackets, dashes or commas to indicate parenthesis	use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) use of the colon to introduce a list and use of semi-colons within lists	punctuation of bullet points to list information how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) use of the colon to introduce a list and use of semi-colons within lists punctuation of bullet points to list information how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) use of the colon to introduce a list and use of semi-colons within lists punctuation of bullet points to list information how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Grammar **Word Structure**	Revise y5 objectives converting nouns or adjectives into verbs using suffixes (e.g.-ate, -ise, -ify)	Revise y5 objectives verb prefixes (e.g. dis-, de-, mis-, over- and re-)	how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)	how words are related by meaning as synonyms and antonyms (e.g. big, large, little) the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)	how words are related by meaning as synonyms and antonyms (e.g. big, large, little) the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)

Sentence Structure	Revise y5 objectives relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Alan Peat De: De	Revise y5 objectives indicating degrees of possibility using modal verbs (e.g. might, should, will, must) indicating degrees of possibility using adverbs (e.g. perhaps, surely) Alan Peat 2 pair sentence	the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech) Alan Peat Imagine 3	use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. Alan Peat 3 bad – (dash) question?	the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech) use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)] Alan Peat Some; others sentence	the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech) use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. Alan Peat Personification

Text						
	Revise y 5 objectives ·devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Revise y5 objectives linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text