

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 3 - Non-fiction
Year 6	Monologue	Story - conquering the monster	Balanced Argument	Information Text
Key vocabulary Lighthouse words	monologue; dramatic;	fundamentally; a tendency to; essentially; similarly; whereas;	similarly; whereas; in contrast; closely related; highly correlated; the impact; may be responsible for; one answer could be; the alternative is; compromise; this could reduce/increase;	similarly; whereas; in contrast; closely related; highly correlated; the impact; may be responsible for;
Key structural features	One character delivering a speech about something in their life Another character is there to listen or overhears this speech. The speech reveals something about their personality/character/intentions.	Opening: introduce the main character all is well. Build Up: A monster appears/bad person causes problems. Problem: monster/person difficult to defeat Resolution: main character defeats the monster or person Ending: all is well again (main character gets a reward/learns/ discovers something).	Title Introduction - what issue is being addressed and why it matters. Key arguments for Key arguments against Conclusion which considers both sides and comes to a final conclusion. Language to add on or order views - however, on the other hand, many people believe, Language to provide a conclusion/final note - in conclusion, having considered all arguments,	Title Introduction - what the text is about and hook the reader. Subtitles to organise information Information in paragraphs Technical vocabulary Formal writing techniques Cohesive devices Visuals to aid the information. An additional fact (fun fact/ interesting fact) that is an informal way to address the reader.
Key skills taught for the term	Spelling correctly common exception words; maintain legibility in join handwriting when writing at speed; write in paragraphs using devices to build cohesion; consistent and correct use of tense; relative clauses;			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Retrieval  <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 6	Sonnets	Story - tale of fear	Biography/Autobiography
Key vocabulary Lighthouse words	sonnet;	consequently; resulting in; fundamentally; a tendency to; essentially; similarly; whereas;	fundamentally; a tendency to; essentially; similarly; whereas; closely related to;
Key structural features	Title 14 lines Each line has 10 syllables Rhyming pattern of abab May be set out in four stanzas - 3 with four lines and the last stanza with 2 lines, which should rhyme.	Opening: main character is afraid of something and is worried about it/gets teased about it Build Up: main character starts to do something Problem: fear of main character actually happens Resolution: main character overcomes or succumbs to fear Ending: main character conquered fear/ reflects/looks to the future/warns of fear.	Introduction that grabs the readers attention and summarises main events of person's life. Key events written in chronological order. Provide information about early life, family, home and influences. Conclusion - what they are doing now or how they will be remembered. Past tense with conclusion in present tense or future tense. Include quotes Third person Adverbials Cohesive devices.
Key skills taught	use passive verbs to affect the presentation of information in a sentence; integrate dialogue in narratives to convey character or advance action;		
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation Retrieval  <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing  <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 6	Narrative	Story - warning tale	Flexible to gather evidence for TAF statement	Transformation/Rags to Riches tale story
Key vocabulary Lighthouse words	torrent; galleon; tawny; jest; refrain;	consequently; resulting in; fundamentally; a tendency to; essentially; similarly; whereas;		consequently; resulting in; fundamentally; a tendency to; essentially; similarly; whereas;
Key structural features	Title Figurative language - Onomatopoeias Repetition of key words to build tension Cohesion between opening and closing stanzas by changing from past to present tense.	Opening: Main character warned not to do something Build Up: main character does what they were warned not to do Problem: something goes wrong and the main character(s) are in trouble. Resolution: main character rescued Ending: main character(s) told off/punished for not listening to the warning.		Opening: introduce main character. Build Up: character is sad/lonely/lacks a quality/in need of something. Problem: situation happens/has to face some difficulty. Resolution: overcomes difficulty/helped to overcome difficulty. Ending: character achieves happiness/learns something/character has grown.
Key skills taught	ensuring correct subject verb agreement when using singular and plural distinguishing between the language of speech and choosing the appropriate register;			
Teaching of reading - comprehension.	<u>Skills to specifically focus on:</u> Predicting  <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference  <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising  <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation  <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder