

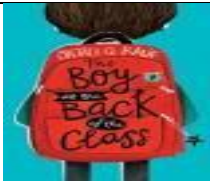
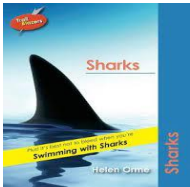




St Andrews Methodist Primary School
Reading Spine
Year 6



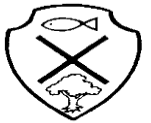
	Class Read	Focused texts	Genres of writing	Objectives covered
Autumn 1	 <p>The Boy at the Back of the Class Onjali Q. Rauf</p>	 <p>The Boy at the Back of the Class Onjali Q. Rauf</p>	Recount	<p>Writing Choose the appropriate register (formal/informal)</p> <p>Reading Apply their growing knowledge of root words, prefixes and suffixes Continue to read a wide range of challenging stories Infer characters feelings, thoughts and motives and justify using evidence</p>
			Persuasive letter Informal	<p>Writing Use hyphens to avoid ambiguity Use a wide range of cohesive devices In fiction, consider how authors develop character and setting</p> <p>Reading Apply their growing knowledge of root words, prefixes and suffixes Continue to read a wide range of challenging stories Evaluate authors' use of figurative language</p>
			Narrative	<p>Writing Summarise main ideas using evidence</p> <p>Reading Apply their growing knowledge of root words, prefixes and suffixes Continue to read a wide range of challenging stories</p>
Autumn 2	 <p>The Boy at the Back of the Class</p>	 <p>Sharks Helen Orme</p>	Non-chronological reports	<p>Writing Use perfect form to indicate time/cause. Punctuate bullet points consistently Use further organisational and presentational devices to structure text</p> <p>Reading Distinguish between fact and opinion</p>





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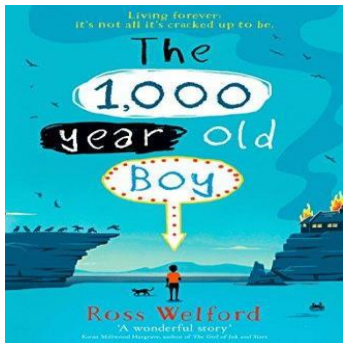
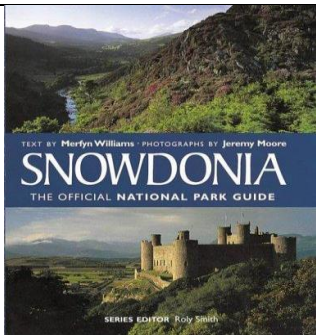
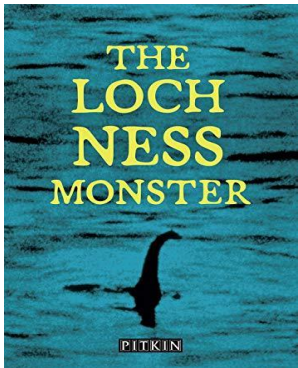
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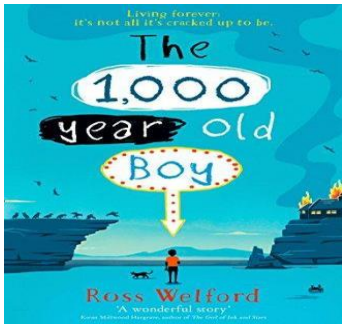
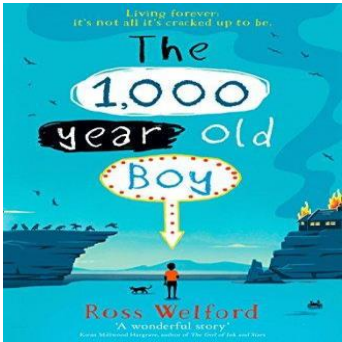
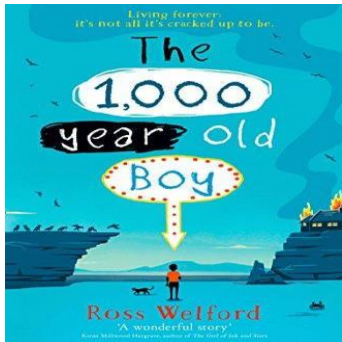


	Onjali Q. Rauf	 <p>The Boy at the Back of the Class Onjali Q. Rauf</p>	Information text	<p><u>Writing</u></p> <p>Use a wide range of cohesive devices Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure Use perfect form to indicate time/cause. Punctuate bullet points consistently Use further organisational and presentational devices to structure text</p> <p><u>Reading</u></p> <p>Summarise main ideas identifying key details</p>
		 <p>Tyger William Blake</p>	Poetry	<p><u>Writing</u></p> <p>Evaluate how authors use language and consider effect on the reader Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing Use further organisational and presentational devices to structure text Become familiar with figurative language Evaluate how authors use language and consider effect on the reader</p> <p><u>Reading</u></p> <p>Perform poems to read aloud for an audience (using intonation, tone, volume to convey meaning)</p>



Spring 1	 <p>The 1000 year old Boy Ross Welford</p>	 <p>Snowdonia National Guide</p>  <p>THE LOCH NESS MONSTER Roxy Smith Loch Ness Monster Charles Fawkes</p>	Balanced Argument	<p>Writing</p> <p>Use colons to introduce a list and mark boundaries between clauses Use further organisational and presentational devices to structure text Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure</p> <p>Reading</p> <p>Retrieve, record and present information</p>
			Legend of Loch Ness Narrative/witness sighting from a boy fishing	<p>Writing</p> <p>Integrate dialogue to advance action and convey character Develop characters, settings and atmosphere using language and vocabulary from reading books Use a wide range of devices to build cohesion across paragraphs</p> <p>Reading</p> <p>Increase their familiarity with a wide range of books, including myths, legends, and traditional stories</p> <p>Discuss books and challenge others' opinion</p>



		 <p>The 1000 year old Boy Ross Welford</p>	Recount of the fire	<p>Writing</p> <p>Use the passive voice Use a wide range of cohesive devices Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure</p> <p>Reading</p> <p>Infer characters feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details</p>
Spring 2	 <p>The 1000 year old Boy Ross Welford</p>	 <p>The 1000 year old Boy Ross Welford</p>	Letter from Jack to Alfie Informal	<p>Writing</p> <p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing Develop characters, settings and atmosphere using language and vocabulary from reading books Use a wide range of devices to build cohesion across paragraphs</p> <p>Reading</p> <p>Identify how language, structure and presentation contribute to meaning</p>





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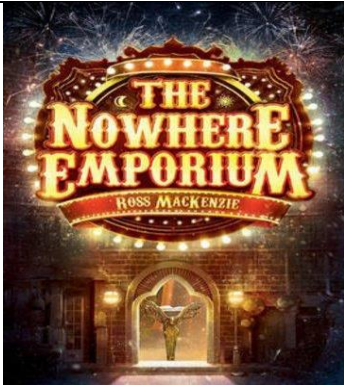
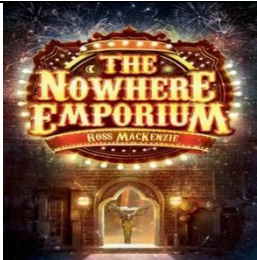

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		 <p>Roads End Literacy Shed</p>	Write a narrative from the driver's point of view	<u>Writing</u> Integrate dialogue to advance action and convey character Develop characters, settings and atmosphere using language and vocabulary from reading books Use a wide range of devices to build cohesion across paragraphs <u>Reading</u> Increase their familiarity with a wide range of books, including myths, legends, and traditional stories Discuss books and challenge others' opinion
		 <p>Titanium</p> <p>Titanium Literacy Shed</p>	Diary entry	<u>Writing</u> Choose the appropriate register (formal/informal) Use a wide range of devices to build cohesion across paragraphs Develop characters, settings and atmosphere using language and vocabulary from reading books <u>Reading</u> Apply their growing knowledge of root words, prefixes, and suffixes Continue to read a wide range of challenging stories Infer characters feelings, thoughts and motives and justify using evidence



Summer 1	 The Nowhere Emporium Ross Mckenzie	 The Nowhere Emporium Ross Mckenzie	Fantasy fiction Story set in an imaginary world	Writing Develop characters, settings and atmosphere using language and vocabulary from reading books Summarise and present familiar stories in their own words In fiction, consider how authors develop character and setting Use a wide range of devices to build cohesion across paragraphs Reading Continue to read a wide range of challenging stories Infer characters feelings, thoughts and motives and justify using evidence
		 Rock, Paper, Scissors Literacy Shed	Use dialogue to advance action and create tension	Writing Develop characters, settings and atmosphere using language and vocabulary from reading books Integrate dialogue to advance action and convey character Summarise and present familiar stories in their own words In fiction, consider how authors develop character and setting Use a wide range of devices to build cohesion across paragraphs Develop characters, settings and atmosphere using language and vocabulary from reading books Reading Continue to read a wide range of challenging stories Infer characters feelings, thoughts and motives and justify using evidence

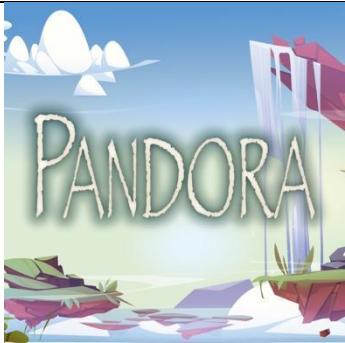
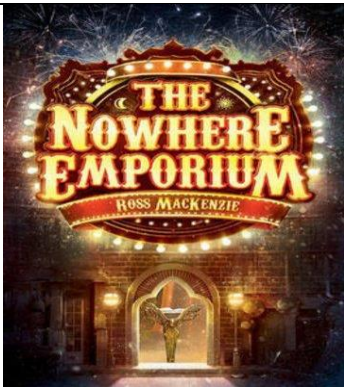



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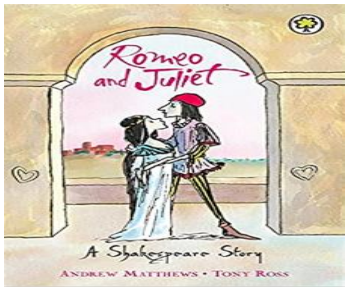
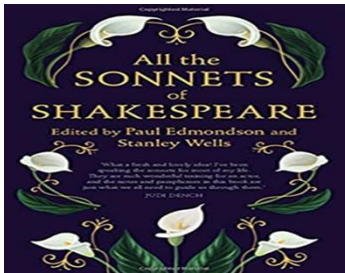
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		 <p>Pandora Literacy Shed</p>	Non chronological report	<p><u>Writing</u></p> <p>Link ideas across paragraphs using adverbials of time, place, and number or by varying tense</p> <p>Use a wide range of devices to build cohesion across paragraphs</p> <p>Integrate dialogue to advance action and convey character</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading books</p> <p><u>Reading</u></p> <p>Continue to read a wide range of challenging stories</p> <p>Infer characters feelings, thoughts and motives and justify using evidence</p> <p>Make comparisons with and across books</p>
Summer 2	 <p>The Nowhere Emporium Ross Mckenzie</p>	 <p>Little Freak Literacy Shed</p>	Descriptive narrative	<p><u>Writing</u></p> <p>Use semi- colons in a longer list and mark boundaries between clauses</p> <p>Integrate dialogue to advance action and convey character</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading books</p> <p>Use a wide range of devices to build cohesion across paragraphs</p> <p>In fiction, consider how authors develop character and setting</p> <p><u>Reading</u></p> <p>Summarise main ideas identifying key details</p>



		<p>Romeo and Juliet</p>  <p>Andrew Mathers</p>	Shakespeare	<p>Writing</p> <p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Reading</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Make comparisons with and across books</p>
		 <p>Sonnet Shakespeare</p>	Poetry	<p>Writing</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Use further organisational and presentational devices to structure text</p> <p>Reading</p> <p>Perform poems to read aloud for an audience (using intonation, tone, volume to convey meaning)</p>

Writing Objectives taught throughout:

Write legibly, fluently and with increasing speed

Choose the writing implement best suited to the task



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Use active/passive voice for effect

Select appropriate language and vocabulary to reflect their understanding and purpose

Identify audience and purpose when writing

Propose changes to grammar, punctuation, and vocabulary to enhance meaning/effectiveness

Assess effectiveness of own and others' writing

Evaluate how authors use language and consider the effect on the reader

Writing Objectives taught independently and applied to writing:

Use a wider range of prefixes and suffixes

Spell some words with silent letters

Continue to distinguish between homophones and other words that are often confused

Use dictionaries to check the spelling and meaning of new words

Use morphology and etymology as a strategy for spelling

Use a thesaurus

Reading Objectives taught throughout:

***All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum**

Continue to read/ discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Discuss and explore the meaning of words in context

Use dictionaries and thesauruses to check meaning of new words/language

Identify and discuss themes and conventions



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Ask questions to improve their understanding of the text

Recommend books to peers and give reasons

Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures