

## Year 6 Literature Spine

### Autumn Term

#### Reading:

- Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Recognise more complex themes in what they read (such as loss or heroism).
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- Draw out key information and to summarise the main ideas in a text.
- Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views

Text	Purpose	Grammar Focus	Writing Outcomes	Wider reading
1. The Promise- Nicola Davies (2)	Eco, PSHE, redemption, character development	Recap and revise: word classes and the grammatical function of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, Linking ideas across paragraphs using a wider range of cohesive devices, Use of the semi-colon, colon and dash to mark the boundary between independent clauses,	Description of setting- using example from text and applying to city after the trees grow (1 week)	Rooftoppers-Katherine Rundell Chapters 1-4 (Adventure/ quest story Narrative Historical setting Unconventional family Strong female character children's book award winning author)
		Using brackets, dashes or commas to indicate parenthesis, fronted adverbials, including using commas, Ellipses	Letter to put in bag to persuade someone else to plant the seeds (1 week)	Rooftoppers-Katherine Rundell Chapters 5-8
2. Rooftoppers-Katherine Rundell (4)	Adventure/ quest story Narrative Historical setting Unconventional family	-Semi colons can be used to join two independent clauses without using a conjunction. It shows that the clauses are	Character analysis using evidence from the text to support ideas- comparison of	Rooftoppers-Katherine Rundell Chapters 9-13

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	Strong female character	<p>closely connected e.g. You should stop eating so much food; you will have to go on a diet.</p> <p>-Colons can be used to join two independent clauses when a) the second clause is directly related to the first clause (not just vaguely related) and b) when the emphasis is on the second clause e.g. A dolphin is not fish: it is a warm-blooded mammal.</p> <p>The research is conclusive: climate change is a reality.</p>	characters (Sophie, Charles, Miss Eliot)	
		<p>-Colons can also be used to introduce a list</p> <p>-Semi colons can be used instead of commas to separate items in a list if they are long or have internal punctuation</p>	Formal inspection report (p 39--) (2 weeks)	Rooftoppers-Katherine Rundell Chapters 14-17 Rooftoppers-Katherine Rundell Chapters 18-22
		<p>Know that:</p> <p>-Paragraphs can be linked by: repeating a word or phrase; grammatical connections e.g. using adverbials- on the other hand, in contrast, as a consequence; and ellipsis</p>	Letter to Martin Eliot to persuade him to let Sophie stay (2 weeks)	Rooftoppers-Katherine Rundell Chapters 23-26 Rooftoppers-Katherine Rundell Chapters 27-31

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<p>3. Old Enough to Save the Planet- Loll Kirby (1)</p>	<p>Eco week PSHE Citizenship Call to action</p>	<p><b>Recap: indicating degrees of possibility using adverbs [e.g. <i>perhaps, surely</i>] or modal verbs [e.g. <i>might</i>,], how hyphens can be used to avoid ambiguity</b> -Vocabulary for formal and informal speech may be different e.g. discover/find out, request/ask for, enter/go in</p>	<p>Letter to MP about local environmental issue (1 week)</p>	<p>Holes- Louis Sachar (Engaging text, historical setting in another country, redemption story, link to Y4 author))</p>
<p>4. Clockwork-Phillip Pullman (4)</p>	<p>Narrative Rich vocabulary Traditional tale links Strong characterisation</p>	<p>-When using the passive voice the subject of the sentence passive e.g. The window was broken by the boy. (the window is the object and is passive). -When the active voice is used, the subject of the sentence is active e.g. The boy broke the window. (The boy is the subject and is active.)</p>	<p>Comparison of Fritz and Karl (2 weeks)</p>	
		<p>-Question tags may be used in informal speech e.g. "He is your friend, isn't he?" -The subjunctive mood can be used in formal writing to show a hypothetical situation (if) e.g. "If I were to lead the team, I would ensure they performed to the best of their ability." or to express a wish, demand or suggestion e.g. "I demand he be present."</p>	<p>Retell the final part of the story from a different perspective (Gretl, Sir Ironsoul or Putzi the cat) (2 weeks)</p>	
<p>1. Polar Express</p>	<p>Language rich Christmas link</p>	<p>Grammar conventions used in the model poem</p>	<p>Poem based on 'From a Railway Carriage' (1 week)</p>	
			<p>refining and performing a poem (1 week)</p>	<p>Hidden Figures</p>

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				(diversity, equality, untold stories, STEM, link to Counting on Katherine)
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### Spring Term

#### Reading:

- Compare characters, settings and themes within a text and across more than one text.
- Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
- Retrieve, record and present information from non-fiction texts.
- Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Text	Purpose	Grammar Focus	Writing Outcomes	Wider reading
1-4 Counting on Katherine- Helaine Becker	Diversity Strong female STEM	<b>Recap: use of the colon to introduce a list, bullet points to list information, headings and subheadings, use of the semi-colon, colon and dash to mark the boundary between independent clauses</b>	Biography of Katherine Johnson (2 weeks)	The London Eye Mystery-Siobhan Dowd (diversity, SEND, mystery)
		Impact of grammatical choices on the listener	Persuasive speech (2 weeks)	
5-6 Rose Blanche by Roberto Innocenti	Links with Holocaust memorial day Persecution	<b>Recap Planning using bullet points &amp; subtitles</b> <b>Subordinating conjunctions</b> <b>range of adverbials</b> <b>Description using expanded noun phrases</b> <b>Semi colons</b> Know that: -Synonyms are words which have the same or similar meaning e.g. hot/ roasting	Diary entry (2 weeks)	

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		-Antonyms are words which have the opposite meaning e.g. hot/cold		
Half Term				
1-6 The London Eye Mystery-Siobhan	Diversity SEND Mystery	<b>Recap brackets and relative clauses</b>	Diary entry as Ted (2 weeks)	
		<b>Recap speech punctuation and descriptive devices</b>	Narrative (3 weeks)	

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### Summer Term

#### Reading:

Recap & Apply-Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

-Recognise more complex themes in what they read (such as loss or heroism).

-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Text	Purpose	Grammar Focus	Writing Outcomes	Wider reading
1-2		Grammar revision focus in preparation for SATs		Julia and the Shark- Kiran Millwood-Hargrave (award winning author, emotive text)
SATS week				
4&5 Macbeth	Shakespeare, classic text, cultural capital, engaging narrative	<p><b>Recap and apply previous knowledge</b>  <b>Investigate the author's use of punctuation for effect.</b></p> <p>Use green pens to comment on their own use of punctuation for effect.</p>	Description of characters and setting	
Half Term				
1-2 Caged Bird (poem)-Maya Angelou	Diversity Poetry Well known American Poet Cultural capital	<p><b>Recap and apply grammatical knowledge</b>  <b>Investigate the author's use of punctuation for effect.</b></p> <p>Use green pens to comment on their own use of punctuation for effect.</p>	Analysis of the poem and its themes/ meanings (2 weeks)	
3-4 The Arrival-Shaun Tan	Refugee week (20th June)	<b>Recap and apply grammatical knowledge</b>	Letter to wife and diary entry on arrival to show	Only Passing Through-Anne Rockwell

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		Use green pens to comment on their own use of punctuation for effect.	contrast between what he feels and what he tells her. (2 weeks)	(Civil rights)
5-6 Malala-My Story of Standing Up for Girl's Rights	Biography, diversity, women's rights, inspiring young female	<p><b>Recap and apply grammatical knowledge</b>  <b>Investigate the author's use of punctuation for effect.</b></p> <p>Use green pens to comment on their own use of punctuation for effect.</p>	Factual report about Malala's shooting (not newspaper format) (2 weeks)	Nelson Mandela-Long Walk to Freedom (biography, equality, cultural capital)