

| Theme/Term   | Year 6  |   |   |   |  |
|--|---|---|---|---|--|
|  | Journeys and m  | Evolution & inheritanc  |   |   |  |
| Literary Leaf<br>Text  | Fly Me Home<br>Polly Ho Yen   | On the Move: Poems about Migration<br>Michael Rosen   | The Tiger Rising<br>Kate DiCamillo  | ORIGE   |  |
| Pupils<br>should be<br>taught to<br>maintain<br>positive<br>attitudes to<br>reading and<br>understandi<br>ng of what<br>they read<br>by: | <ul> <li>continuing to read and discuss an increasingly wide<br/>range of fiction, poetry, plays, non-fiction and<br/>reference books or textbooks</li> <li>increasing their familiarity with a wide range of books,<br/>including myths, legends and traditional stories,<br/>modern fiction, fiction from our literary heritage, and<br/>books from other cultures and traditions</li> <li>identifying and discussing themes and conventions in<br/>and across a wide range of writing</li> <li>making comparisons within and across books</li> </ul>   | <ul> <li>continuing to read and discuss an increasingly wide<br/>range of fiction, poetry, plays, non-fiction and<br/>reference books or textbooks</li> <li>reading books that are structured in different ways<br/>and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books,<br/>including myths, legends and traditional stories,<br/>modern fiction, fiction from our literary heritage, and<br/>books from other cultures and traditions</li> <li>recommending books that they have read to their<br/>peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in<br/>and across a wide range of writing</li> <li>making comparisons within and across books •<br/>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to<br/>perform, showing understanding through intonation,<br/>tone and volume so that the meaning is clear to an<br/>audience</li> </ul>  | <ul> <li>continuing to read and discuss an increasingly wide<br/>range of fiction, poetry, plays, non-fiction and<br/>reference books or textbooks</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to<br/>perform, showing understanding through intonation,<br/>tone and volume so that the meaning is clear to an<br/>audience</li> </ul>   | • cor<br>rang<br>refer<br>• rea<br>and<br>have<br>choid<br>• ma   |  |
| Understand<br>what they<br>read by:  | <ul> <li>checking that the book makes sense to them,<br/>discussing their understanding and exploring the<br/>meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters'<br/>feelings, thoughts and motives from their actions, and<br/>justifying inferences with evidence</li> <li>predicting what might happen from details stated<br/>and implied</li> <li>summarising the main ideas drawn from more than<br/>one paragraph, identifying key details that support the<br/>main ideas</li> <li>identifying how language, structure and presentation<br/>contribute to meaning</li> <li>Discuss and evaluate how authors use language,<br/>including figurative language, considering the impact<br/>on the reader</li> <li>Participate in discussions about books that are read<br/>to them and those they can read for themselves,<br/>building on their own and others' ideas and<br/>challenging views courteously</li> <li>Provide reasoned justifications for their views</li> </ul> | <ul> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from nonfiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>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</li> <li>Provide reasoned justifications for their views</li> </ul> | <ul> <li>checking that the book makes sense to them,<br/>discussing their understanding and exploring the<br/>meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters'<br/>feelings, thoughts and motives from their actions, and<br/>justifying inferences with evidence</li> <li>predicting what might happen from details stated<br/>and implied</li> <li>summarising the main ideas drawn from more than<br/>one paragraph, identifying key details that support the<br/>main ideas</li> <li>identifying how language, structure and presentation<br/>contribute to meaning</li> <li>Discuss and evaluate how authors use language,<br/>including figurative language, considering the impact<br/>on the reader</li> <li>Participate in discussions about books that are read<br/>to them and those they can read for themselves,<br/>building on their own and others' ideas and<br/>challenging views courteously</li> <li>Explain and discuss their understanding of what they<br/>have read, including through formal presentations and<br/>debates, maintaining a focus on the topic and using<br/>notes where necessary</li> <li>Provide reasoned justifications for their views</li> </ul> | <ul> <li>che<br/>discu<br/>mea</li> <li>ask</li> <li>dra<br/>feelir</li> <li>justif</li> <li>pre<br/>and</li> <li>sur</li> <li>one</li> <li>mair</li> <li>ide</li> <li>cont</li> <li>Disc</li> <li>inclu</li> <li>on th</li> <li>Par</li> <li>to th</li> <li>build</li> <li>chall</li> <li>Pro</li> </ul> |  |



## ince Autumn 2



On the Origin of Species

Sabina Radeva

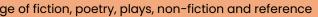
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- reading books that are structured in different ways
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| Theme/Term   | Protest & activism Spring 1   |   | Utopia vs. dystop  |  |
|--|---|---|--|--|
| Literary Leaf<br>Text  | Malala<br>Malala Yousafzai  | Politics for Beginners<br>Louie Stowell   | The Wolves of Willoughby Chase<br>Joan Aiken   |  |
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## pia Spring 2



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- cluding myths, legends and traditional stories, modern ther cultures and traditions
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| Theme/Ter  | Fate vs. free will Summer 1   |   | Crossing borders S   |  |
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| Literary Leaf<br>Text  | Poetry for Kids: William Shakespeare<br>illustrated edition<br>William Shakespeare  | The Explorer<br>EXPLORER<br>Katherine Rundell   | After the War. From Auschwitz to Ambleside<br>Tom Palmer   |  |
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