Year Group/Phase- Year 6					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Class Country – Stories from another culture.	To know that Stories come from different countries and cultures, To begin cultural awareness through stories or texts. To be able to speak clearly about the characters and settings.	***Malaika's Costume* -** Nadia L. Hohn ***My Butterfly Bouquet* -** Nicola Davies ***Into the Forest* -** Anthony Browne ***Magic School Bus: Inside the Human Body* -** Joanna Cole ***In Search of The Boy King* -** Anthony Masters ***The Lion and the Unicorn* -** Shirley Hughes	S6. To use language as a means to widen contacts, share feelings, experiences and thoughts. To listen to and respond to others appropriately. To discover a joy in books and to understand that communication can be joyful, meaningful and rewarding, whether by listening to or reading. S7. To begin to decode and then produce written symbols and understand that writing has meaning and purpose. S8. To read, listen to and understand information in the world and act on the information it provides. S9. To recognise a variety of text types and begin to create these with increasing degrees of independence. To read for pleasure as well as to obtain information.	Participates in storytelling, retelling and story mapping using beginning, middle and end structure. Listens to stories and anticipates key events. Joins in shared story retelling using familiar phrases (e.g. "Once upon a time…").
2	Beast Creator - Fiction	To recognise that fiction is an imaginary story. To use fiction story structures.			With support, begins to write simple 3-part stories (beginning/middle/end). Sequences sentences to form short narrative. In shared writing, contributes to the 5 parts of a story (opening, build-up, problem, resolution, ending).
3	Allotments – Stories from a significant author.	To learn the writing style of significant author. To understand why their stories are important. Reading for pleasure.			Listens attentively in a range of situations. Listens to stories and anticipates key events. Gives attention to a speaker. Retells a simple story. Responds with relevant comments, questions or action having listened to a story.
4	Burps, Bottoms and Bile - Instructions	To remember key time conjunctions. To understand how and, but and			Follows one-step, simple instructions with adult support. Follows instructions containing up to four key words. (No explicit writing of instructions, but receptive skills apply) Demonstrates understanding of basic concepts including prepositions (in, on, under).

		so are used within a sentence.			Chooses an appropriate layout depending on purpose.
5	Pharoah – Recounts.	To use time conjunctions. To recall an event that has happened.			Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Dictates narratives or captions for a range of purposes. Listens and responds to questions from adults and peers about events and experiences. Uses a drawing or picture as a prompt to describe ideas or events. Uses language to communicate about their own experiences. Uses four key words or signs or symbols to communicate about their own experiences.
6	A Child's War – Diaries.	To use news and real events to inspire writing. To begin to write in past tense. To recall an event that has happened.			Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Dictates narratives or captions for a range of purposes. Uses a drawing or picture as a prompt to describe ideas or events. Uses language to express thoughts, feelings and preferences. Communicates about their own experiences using four key words or signs or symbols.