

Term	Fiction	Non-fiction	
<p style="text-align: center;">Summer Year 6 2017 – 2018.</p>		<p>Plan 5B: Chronological Reports Required texts: When Jessie Came Across the Sea by Amy Hest Mr George Baker by Amy Hest Description: Use When Jessie Came Across the Sea and Mr George Baker to discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography. Grammar focus:</p> <ol style="list-style-type: none"> 1. Use passive verbs to affect the presentation of information in a sentence 2. Use hyphens to avoid ambiguity 3. Use the perfect form of verbs to mark relationships of time and cause 4. Use a colon to introduce a list 5. Use and understand UKS2 grammar accurately and appropriately 	<p>Non-fiction 1: Recounts Required texts: The Day of Ahmed’s Secret by Florence Parry Heide & Judith Heide Gilliland, Hurricane by David Wiesner Description: Read two personal recounts, in 1st and 3rd person respectively: The Day of Ahmed’s Secret and Hurricane. Identify features of recounts and study adverbials, use of commas and perfect verb forms. Children write a sequel to Hurricane using the grammar they have studied. Grammar focus:</p> <ol style="list-style-type: none"> 1. Develop their understanding of the concepts in Appendix 2 by: <ol style="list-style-type: none"> c. using the perfect form of verbs to mark relationships of time and cause. 2. Indicate grammatical features by: <ol style="list-style-type: none"> a. using commas to clarify meaning. 3. Use and understand the grammatical terminology found in Appendix 2 (clauses, phrases, direct speech).

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	<p>Plan 6B: Modern Classic Fiction Required texts: The Eighteenth Emergency by Betsy Byers</p> <p>Description: Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use commas to clarify meaning or avoid ambiguity in writing 2. Look at the infinitive form of a verb, and the split infinitive 3. Use expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs 4. Use and understand UKS2 grammar accurately and appropriately 	<p>Plan 6B: Information Texts Required texts: The First Drawing by M Gerstein/Stone Age Boy by S Kitamura/The Secrets of Stonehenge by M Manning</p> <p>Description: Children explore information texts using the Stone Age as inspiration, including: The First Drawing; The Secrets of Stonehenge; and Stone Age Boy. They consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt in a show-stopping exhibition.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use modal verbs to indicate degrees of possibility 2. Use bullet points and punctuate correctly 3. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 4. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. 	<p>Plan 6B: Dialogue Poems Required texts: A variety of poems provided</p> <p>Description: Read a dialogue poem from Bahrain – The Rat and the Ship’s Captain, and investigate idioms and pronouns. Compare with the poem The Lion and Albert and study the perfect form of verbs. Finally look at modern conversation poems by Michael Rosen and write a similar one.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use the perfect form of verbs to mark relationships of time and cause 2. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>LKS2 revision</p> <ol style="list-style-type: none"> 1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4) 2. Indicate possession by using the possessive apostrophe (Y3/4)