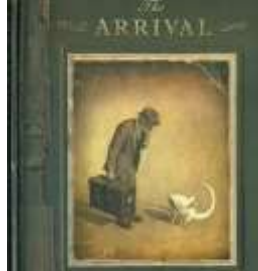
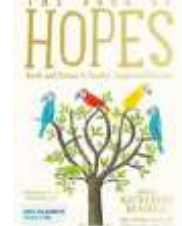
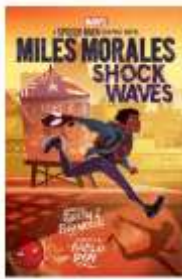
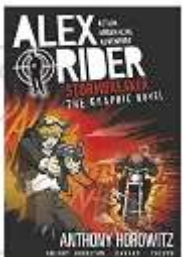
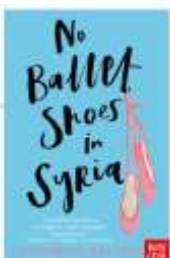
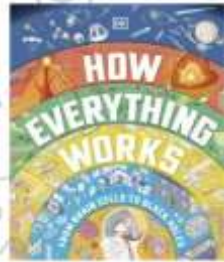
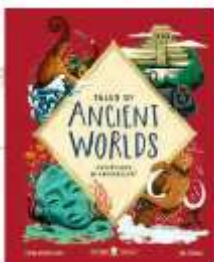
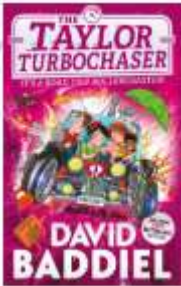
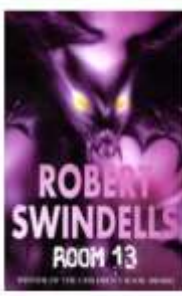
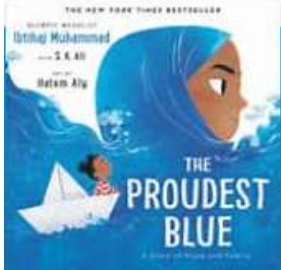
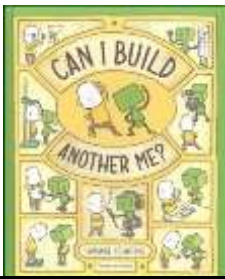
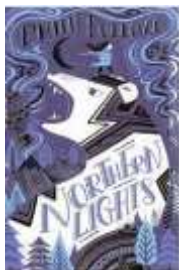
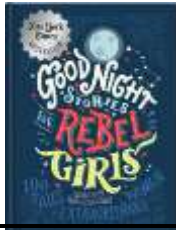
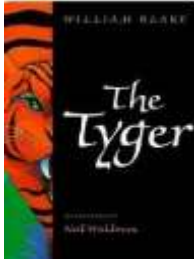


Powers Hall Academy Writing Spine Year 6									
	Autumn			Spring			Summer		
Title	 Hansel and Gretel by Neil Gaiman. 10	 Letter to Mr Scrooge 22	 The Origin of Species by Sabina Radeva 19	 Kensuke's Kingdom Michael Morpurgo 15	 The Arrival by Shaun Tan 16	 Letters from a lighthouse Emma Carroll 18	 Greta Thunberg 18	 Thornbill Pam Smy 17	 Hope-o-potamus Greg James and Chris Greenfield. 18
Text type	Narrative	Non-Fiction	Non-fiction	Narrative	Narrative	Non-Fiction	Non-Fiction	Narrative	Poetry
Genre	Traditional tale	Persuasive letter	Non-chronological report	Adventure	Story	Recount	Speech	Ghost Story	Narrative poem
Topic	Not as it seems	Bah Humbug	Adaptation	Island Adventure	Journey	Blitz	Plant rescue	Haunted	Hope
Cross Curricular	Drama	History	Science	Art	PSHE	History	Science/ Geography	Drama	PSHE

NATIONAL CURRICULUM

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.
- Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for
- Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Pupils should be taught to draft and write by precisising longer passages.
- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
- Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

	Powers Hall Academy Reading Spine Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	GRAPHIC NOVELS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	SCARY OR DYSTOPIAN READS
Class Reader	   	   	   	  	   	   
Fiction						
Non-fiction						
Poetry and Song						

Year 6 Reading skills						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text
Reading domain	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction and non-fiction	2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text	2a Give/explain the meaning of words in context 2c Summarise main ideas from more than one paragraph	2a Give/explain the meaning of words in context 2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2a Give/explain the meaning of words in context 2g Identify/explain how meaning is enhances through choice of words and phrases	2a Give/explain the meaning of words in context 2e Predict what might happen from details stated and implied 2h Make comparisons within the text.
Word reading – fluency	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.
Word reading – prefixes, suffixes, morphology and etymology	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered	Skill Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge - Etymology refers to a word's history and how its spelling and meaning have changed over time. - Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. - Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. - Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. - Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered
Word reading – common exception words						

[illegible]

	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4	Core knowledge - Evidence cited from a text can be written inside inverted commas. - Rereading the question and answer can help you to check the relevance of your information. Covered x 4
Comprehension – writer's craft				Skill Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. Core knowledge - Fiction and non-fiction texts can have language, structure and presentation choices that have different effects on different readers. For example, one reader might find long sections of text dull, while another finds them informative and interesting. - Some authors use experimental language, structures or presentation to capture the reader's interest or make challenging information more accessible. For example, they might present complex instructions as a flow chart.	Skill Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. Core knowledge - Fiction and non-fiction texts can have language, structure and presentation choices that have different effects on different readers. For example, one reader might find long sections of text dull, while another finds them informative and interesting. - Some authors use experimental language, structures or presentation to capture the reader's interest or make challenging information more accessible. For example, they might present complex instructions as a flow chart.	Skill Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. Core knowledge - Fiction and non-fiction texts can have language, structure and presentation choices that have different effects on different readers. For example, one reader might find long sections of text dull, while another finds them informative and interesting. - Some authors use experimental language, structures or presentation to capture the reader's interest or make challenging information more accessible. For example, they might present complex instructions as a flow chart.
Comprehension – inference		Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge - An inference can be supported by more than one piece of evidence from the text. - Evidence should be selected carefully so that it is concise and relevant. - Evidence cited from a text can be written inside inverted commas. Covered x 2	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge - An inference can be supported by more than one piece of evidence from the text. - Evidence should be selected carefully so that it is concise and relevant. - Evidence cited from a text can be written inside inverted commas. Covered x 2	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge - An inference can be supported by more than one piece of evidence from the text. - Evidence should be selected carefully so that it is concise and relevant. - Evidence cited from a text can be written inside inverted commas. Covered x 2	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge - An inference can be supported by more than one piece of evidence from the text. - Evidence should be selected carefully so that it is concise and relevant. - Evidence cited from a text can be written inside inverted commas. Covered x 2	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge - An inference can be supported by more than one piece of evidence from the text. - Evidence should be selected carefully so that it is concise and relevant. - Evidence cited from a text can be written inside inverted commas. Covered x 2
Comprehension – predicting			Skill Predict what might happen in more challenging texts from details stated and implied.	Skill Predict what might happen in more challenging texts from details stated and implied.	Skill Predict what might happen in more challenging texts from details stated and implied.	Skill Predict what might happen in more challenging texts from details stated and implied.
Comprehension – questioning and explaining		Skill Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	Skill Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	Skill Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	Skill Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	Skill Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.
Comprehension – structure and purpose				Skill	Skill	Skill

				Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.
Comprehension – reading widely				Skill Make comparisons within and across books, including fiction from our literary heritage.	Skill Make comparisons within and across books, including fiction from our literary heritage.	Skill Make comparisons within and across books, including fiction from our literary heritage.
Comprehension – recommending				Skill Recommend books they have read to their peers for a range of purposes, giving persuasive and detailed reasons for their choices.	Skill Recommend books they have read to their peers for a range of purposes, giving persuasive and detailed reasons for their choices.	Skill Recommend books they have read to their peers for a range of purposes, giving persuasive and detailed reasons for their choices.