

Year 6			
Term	Topic	Outcome	Grammar Objectives to be taught
			Word Level
		Narrative (Diary) (2 cluster)	<p>Know and use the following <b>subordinating conjunctions</b>                      as if as long as as much as                      if only in case provided that                      since</p> <p><b>Use a hyphen to avoid ambiguity</b></p> <p>Begin a <b>sentence</b> with 3 <b>adverbial clauses</b>                      Although his skin <u>prickled</u> with fear, although ice <u>filled</u> his veins,                      although his heart <u>hammered</u> against his ribcage, the boy <u>opened</u>                      the cellar door.</p> <p>Use the <b>subjunctive mood</b> with the subordinating conjunctions <i>if</i>                      and <i>as if</i>                      If he <u>were</u> brave for just a little longer, the boy <u>could defeat</u> this                      evil.</p> <p>The boy <u>stepped</u> into the darkness as if he <u>were</u> a fearless                      adventurer</p>
Advent 2	Fallen Fields (WW1)	Character Description (Private Peaceful) (1 cluster)	<p>Use <b>semi-colons</b> in a complex list</p> <p><b>Distinguish between essential (not separated by commas) and non-essential (separated by commas) relative clauses</b></p> <p>The rats that <u>scrambled</u> about on the table <u>gnawed</u> at rotting food.                      The rats, which <u>scrambled</u> about on the table, <u>gnawed</u> at rotting                      food.</p> <p>The boy <u>pushed</u> open the rusty door that <u>led</u> to the cellar. The boy  <u>pushed</u> open the rusty door, which <u>led</u> to the cellar.</p>

	Biography (Local Hero) (1 cluster)		Co-ordinate 4 predicates in a double seesaw pattern? Strange voices <u>whispered</u> from the walls and <u>echoed</u> through the house, <u>writhed</u> inside the boy's head and <u>filled</u> him with dread and despair.
	Poetry (Poppy Fields) (1 cluster)	Know and use a range of indefinite <b>pronouns</b> another both enough less more nobody nothing plenty others several someone	<b>Use an -ed non-finite clause, separating with commas</b>

<p>Lent 1</p>	<p>Frozen Kingdom</p>	<p>Adventure (Escape Titanic) (3 clusters)</p>	<p>Use <b>adjectives</b> that describe origin local distant French Saxon</p> <p>Use <b>adjective</b> phrases a <b>dimly lit</b> room the <b>beautifully painted</b> vase this <b>jade-winged</b> dragon our <b>six-page</b> leaflet</p>	<p><b>Use an -ed non-finite clause, separating with commas</b> <u>Smothered</u> by a thick layer of dust, furniture <u>was scattered</u> about the room.</p> <p>Furniture <u>was scattered</u> about the room, <u>smothered</u> by a thick layer of dust.</p> <p>Furniture, <u>smothered</u> in dust, <u>was scattered</u> about the room. Combine an <b>appositive</b> with a <b>non-finite clause</b></p> <p>The moon, a ghostly galleon <u>sailing</u> upon tattered clouds, <u>cast</u> a sickly light upon the world below.</p> <p>The earth <u>was soaked</u> by incessant rain, a raging torrent <u>filled</u> with hate and fury.</p> <p><b>Use a hyphen to avoid ambiguity</b> A child-eating monster lurked in the cellar.</p> <p>Combine an <b>appositive</b> with a <b>relative clause</b> Spiders, huge hairy-legged beasts <u>that sat</u> in the centre of vast webs, <u>lurked</u> in the darkness.</p> <p>The stairway <u>led</u> to a basement, a shadowy room <u>whose</u> stone walls <u>were carved</u> with arcane symbols</p>
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Lent 2	Frozen Kingdom	Journalistic (Newspaper Report: Shackleton then and now) (2 clusters)	<p>Understand an <b>object</b> of a <b>clause</b> as a <b>noun</b> or <b>noun phrase</b> that is the recipient of the action and typically follows the <b>verb</b></p> <p>Jim chased <b>a wasp</b> around the house. When he swung <b>his net</b>, he tripped over.</p> <p><b>Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)</b></p> <p>active - Jim <b>chased</b> a bee around the room. passive - The bee <b>was chased</b> around the room.</p> <p><b>Form passive verbs, using the form: to be + past participle</b> (usually an -ed <b>verb</b>) was watched were carried are broken is caught</p>	<p>Coordinate 3 <b>relative clauses</b></p> <p>The evil, which <b>lurked</b> in the cellar, <b>which</b> filled the house with terror and <b>which</b> <b>burrowed</b> into the boy's skull, <b>grew</b> stronger with every step</p> <p><b>Omit a relative pronoun (who, that or which) at the start of an essential relative clause</b></p> <p>The door <del>that</del> the boy <b>pushed</b> open <b>creaked</b> upon rusty hinges.</p> <p>An icy draught <b>howled</b> through the door <b>which</b> the boy had pushed open.</p> <p>Use <b>indirect</b> (reported) <b>speech</b></p> <p>The boy <b>said</b> that he <b>was terrified</b> throughout his adventure.</p>
		1 cluster instructions (Planning an expedition – Kit, Nutrition, planning for conditions)		<p>Use semi-colons in a bulleted list</p> <p><b>Use a colon to illustrate or expand.</b></p>

Pentecost 1	A Child's War (WW2)	Historical Narrative (Escaping capture in war) (3 clusters)	<p>Use phrasal <b>verbs</b> (<b>verb + preposition</b> or <b>adverb</b>) in informal writing, but not formal, writing informal get up ask for go in formal rise request enter</p> <p><b>Know and use the following linking adverbs</b> above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</p>	<p>Use a <b>linking adverb</b> after a <b>semi colon</b></p> <p>The boy knew he <u>should flee</u> this place; <b>instead</b>, he <u>inched</u> through the darkness.</p>
		Recount (WW2 fact book) (1 cluster)	<p><b>Use the subjunctive mood in formal writing</b> If I <b>were</b> rich, I'd buy a gold-plated bicycle. Max ordered Jim around as if he <b>were</b> the king.</p>	<p><b>Use the subjunctive mood with the subordinating conjunctions <i>if</i> and <i>as if</i></b> If he <u>were</u> brave for just a little longer, the boy <u>could defeat</u> this evil.</p> <p>+<u>stepped</u> into the darkness as if he <u>were</u> a fearless adventurer</p>
		Poetry (WW2 poetry) (1 cluster)	<p>Know and use a range of quantifying <b>determiners</b> all another both each enough every few less more no many other several some</p>	<p>Coordinate 3 -ing <b>non-finite clauses</b> The boy <u>crept</u> through the room, <u>sweeping</u> his torch around the room, <u>shining</u> it into dark corners and <u>chasing</u> away the shadows.</p> <p><u>Slithering</u> under doors, <u>snaking</u> over the floor, <u>pooling</u> in shadows, mist <u>filled</u> the house.</p> <p>Coordinate 4 <b>non-finite clauses</b> in a double see-saw pattern The boy <u>crept</u> through the house, <u>inching</u> along corridors and <u>climbing</u> stairs, <u>stepping</u> over furniture and <u>peering</u> into dark corners.</p>

Pentecost 2	Ancient Greeks	1 cluster myth (Reworking of an Ancient Greek myth)	Consolidation of previously taught objectives	Consolidation of previously taught objectives
		3 cluster non-chronological report (Camp Half-Blood website)	Consolidation of previously taught objectives	Consolidation of previously taught objectives