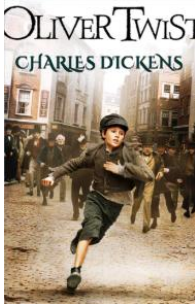
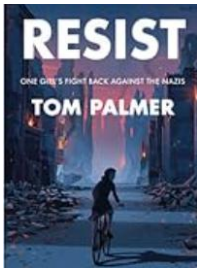
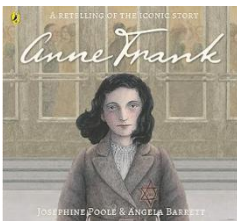


|                                                     | Year 6                                                                                                                 |                                                                                   |                                                                                     |                                                                                     |                                                                                         |                                                                                     |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>High quality text</b>                            |                                       |  |  |  |      |  |
| <b>Type</b>                                         | Fictional Letter                                                                                                       | Fictional Narrative                                                               | Non-fiction Report                                                                  | Non-fiction instructions                                                            | Fictional recount                                                                       | Non-fiction BBC news report                                                         |
| <b>Context</b>                                      | Macbeth writing to Lady Macbeth                                                                                        | An alternative Christmas Carol                                                    | Workhouse inspection                                                                | How to be a successful member of the resistance                                     | WWII diary entry                                                                        | The treatment of others                                                             |
| <b>Purpose</b>                                      | To describe and retell                                                                                                 | To describe and narrate                                                           | To inform and present an opinion                                                    | To inform/persuade                                                                  | To retell events                                                                        | To inform the islanders of the arrival                                              |
| <b>Audience</b>                                     | Wife- Lady Macbeth                                                                                                     | Their peers who enjoy ghost stories                                               | Poor Law Guardians                                                                  | Potential resistance recruits                                                       | An imaginary friend                                                                     | Locals on the island (TV audience)                                                  |
| <b>Formality</b>                                    | Informal (historical voice)                                                                                            | Informal (historical voice)                                                       | Formal                                                                              | Formal/informal choice                                                              | Informal (historical voice)                                                             | Formal                                                                              |
| <b>Supporting texts/resources &amp; experiences</b> | Trip to Temple Newsam<br>Shakespeare play scripts<br>BBC Shakespeare shorts                                            | Christmas Carol story/ film<br>Character hot seating                              | Oliver Twist story /film<br>Armley Mills trip                                       | WW2 Pathe clips<br>Rose Blanche text<br>Whispering town text                        | Harmonica text<br>Anne Frank's diary animated feature film                              | The Arrival picture book<br>BBC news reports<br>Debates                             |
| <b>Further writing this term</b>                    | Shakespeare Biography (To educate adults)<br>Heath setting description (to describe a fictional scene for their peers) | Scrooge character description (To entertain their peers)                          | Victorian Job Advert (To inform teachers of a new job opening)                      | Narrative on occupation and resistance experience in WW2                            | Historical recount setting description (To re-tell events and describe what's happened) | Fictional narrative with an alternative ending (To entertain their peers)           |
| <b>Equality &amp; Diversity links</b>               | Gender roles & inequality                                                                                              | Class and social inequality                                                       | Rights of the child                                                                 | Challenging Discrimination and Persecution                                          | Tolerance and religious freedom                                                         | Recognising and celebrating difference                                              |