

i-read curriculum correlation charts
Year 6



Fiction	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 1 Fiction – Shakespeare <i>The Tempest</i> retold in prose by Chris Buckton</p> <p>Unit objectives</p> <p>To examine and interpret Shakespearean language</p> <p>To use drama to develop understanding and enjoyment of a Shakespeare play</p>	<p><i>See also Progression in Narrative Y6</i></p> <p>2. Listening and responding</p> <ul style="list-style-type: none"> Analyse and evaluate how speakers present points effectively through use of language and gesture <p>3. Group interaction and discussion</p> <ul style="list-style-type: none"> Understand and use a variety of ways to criticise constructively and respond to criticism <p>4. Drama</p> <ul style="list-style-type: none"> Devise a performance considering how to adapt the performance for a specific audience <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Read extensively and discuss personal reading with others, including in reading groups Sustain engagement with longer texts, using different techniques to make the text come alive Compare how writers from different times and places present experiences and use language 	<p>Art and Design 6B: What a performance 6C: A sense of place</p> <p>History Key elements: 4a: Find out about the past from a range of sources</p> <p>ICT objectives 1a: Talk about what information they need and how to find and use it 4a: Review work to help develop ideas</p>

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<p>Year 6 Term 2 Fiction – Fiction Revision Revision of genres – familiar settings, fantasy, traditional tales, historical tales Authors: Chris Powling, Thomas Munro, Tony Mitton, Chris Buckton</p> <p>Unit objectives</p> <p>To revise key features of stories with a familiar setting, traditional, historical and sci-fi stories. These include characterisation, story structure, setting, the use of language to create particular effects, and other generic features</p> <p>To draw on features of characterisation, setting, narrative structure and language to plan and write own sci-fi or traditional story</p>	<p><i>See also Progression in Narrative Y6</i></p> <p>3. Group interaction and discussion</p> <ul style="list-style-type: none"> Understand and use a variety of ways to criticise constructively and respond to criticism (Y6) <p>4. Drama</p> <ul style="list-style-type: none"> Present events and characters through dialogue to engage the interest of an audience (Y3) Use some drama strategies to explore stories or issues (Y3) Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires (Y3) <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Identify and make notes of the main points of section(s) of text (Y3) Infer characters’ feelings in fiction and consequences in logical explanations (Y3) Explore how writers use language for comic and dramatic effects (Y5) Recognise rhetorical devices used to argue, persuade, mislead and sway the reader (Y6) <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts (Y5) 	<p>PSHE Preparing to play an active role as citizens</p> <p>Citizenship 2: Choices</p> <p>Art and Design 9: Visiting a museum, gallery or site</p> <p>Science 5E: Earth, Sun and Moon</p> <p>ICT objectives 2a: Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound 4a: Review work to help develop ideas</p> <hr/> <ul style="list-style-type: none"> Empathise with characters and debate moral dilemmas portrayed in texts (Y3) Identify features that writers use to provoke readers’ reactions (Y3) <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> Develop and refine ideas in writing using planning and problem-solving strategies (Y4) Use settings and characterisation to engage readers’ interest (Y4) Use different narrative techniques to engage and entertain the reader (Y6) <p>Select words and language drawing on their knowledge of literary features and formal and informal writing (Y6)</p>

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<p>Year 6 Term 3 Fiction – Sci-fi/Fantasy <i>The Scribe</i> (interactive narrative) by Thomas Munro</p> <p>Unit objectives</p> <p>To investigate key features of sci-fi/fantasy stories, focusing on narrative structure, characterisation and the use of language to create particular effects</p> <p>To draw on features of narrative structure, characterisation and language to plan and write own sci-fi story</p>	<p><i>See also Progression in Narrative Y6</i></p> <p>1. Speaking</p> <ul style="list-style-type: none"> Use the techniques of dialogic talk to explore ideas, topics or issues <p>2. Listening and responding</p> <ul style="list-style-type: none"> Listen for language variation in formal and informal contexts <p>3. Group interaction and discussion</p> <ul style="list-style-type: none"> Understand and use a variety of ways to criticise constructively and respond to criticism <p>4. Drama</p> <ul style="list-style-type: none"> Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Understand how writers use different structures to create coherence and impact <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Read extensively and discuss personal reading with others, including in reading groups 	<p>Citizenship</p> <p>2: Choices 5: Living in a diverse World 7: Children’s rights- human rights 8: How do rules and laws affect me?</p> <p>ICT objectives</p> <p>1a: Talk about what information they need and how they can find and use it 3a: Share and exchange information in a variety of forms</p> <hr/> <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> Use varied structures to shape and organise texts coherently Use paragraphs to achieve pace and emphasis

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Non-fiction	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 1 Non-fiction – Biography Percussionist Evelyn Glennie</p> <p>Unit objectives</p> <p>To respond to a variety of texts which give insight into the life of a famous musician</p> <p>To read texts and focus on purpose and audience, language features, and structure and organisation</p> <p>To prepare to write a biographical text</p>	<p><i>See also Progression in Non-Fiction text types Y6</i></p> <p>4. Drama</p> <ul style="list-style-type: none"> Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Understand how writers use different structures to create coherence and impact Recognise rhetorical devices used to argue, persuade, mislead and sway the reader 	<p>Music 17: Exploring sounds 18: Exploring sound sources 20: Performing together</p> <p>PSHE Developing confidence and responsibility and making the most of their abilities Developing good relationships and respecting the differences between people</p> <p>Citizenship 2: Choices 7: Children’s rights- human rights</p> <p>Design and technology 5A: Musical Instruments</p> <p>ICT objectives 1a: Talk about what information they need and how to find and use it 4a: Review work to help develop ideas 5a: Work with a range of information to consider its characteristics and purposes</p>

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<p>Year 6 Term 2 Non-fiction – Revision Revision of text types – autobiography, explanations, instructions, persuasive texts, discursive texts, non-chronological reports, letters</p> <p>Unit objectives</p> <p>To revise key features of non-fiction text types</p> <p>To practise writing key non-fiction text types</p> <hr/> <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Interrogate texts to deepen and clarify understanding and response (Y4) <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> Reflect independently and critically on own writing and edit and improve it (Y5) Adapt non-narrative forms and styles to write fiction or factual texts, including poems (Y5) Use different narrative techniques to engage and entertain the reader (Y6) In non-narrative, establish, balance and maintain viewpoints (Y6) Select words and language drawing on their knowledge of literary features and formal and informal writing (Y6) 	<p><i>See also Progression in Non-Fiction text types Y6</i></p> <p>1. Speaking</p> <ul style="list-style-type: none"> Participate in whole-class debate using the conventions and language of debate, including Standard English (Y6) Use the techniques of dialogic talk to explore ideas, topics or issues (Y6) <p>4. Drama</p> <ul style="list-style-type: none"> Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires (Y6) <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Identify and summarise evidence from a text to support a hypothesis (Y4) Use knowledge of different organisational features of texts to find information effectively (Y4) Infer writers’ perspectives from what is written and from what is implied (Y5) Compare different types of narrative and information texts and identify how they are structured (Y5) Understand how writers use different structures to create coherence and impact (Y6) Recognise rhetorical devices used to argue, persuade, mislead and sway the reader (Y6) 	<p>Geography 18: Connecting ourselves to the World 24: Passport to the World</p> <p>History Key elements: 4a: Find out about the past from a range of sources</p> <p>PSHE Preparing to play an active role as citizens</p> <p>Citizenship 1: Taking part – developing skills of communication and participation 2: Choices</p> <p>Science 5C: Gases around us 6D: Reversible and irreversible changes 6E: Balanced and unbalanced forces</p> <p>ICT objectives 1a: Talk about what information they need and how to find and use it 2a: Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound</p>

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Non-fiction	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 3 – A Range of Text Types Robbery in Rookwood: Mystery ‘whodunnit’ unit involving a range of non-fiction text types</p> <p>Unit objectives</p> <p>To read a variety of text types, all related to the purpose of solving a crime</p> <p>To link ideas and clues from different texts and to look back to check on details</p> <p>To work in mixed-ability groups and as a class</p>	<p><i>See also Progression in Non-Fiction text types Y6</i></p> <p>4. Drama</p> <ul style="list-style-type: none"> • Improve using a range of drama strategies and conventions to explore themes such as hopes, fears, desires • Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli (Y6/7) <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Appraise a text quickly, deciding on its value/quality/usefulness • Understand underlying themes, causes and points of view <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> • Sustain engagement with longer texts, using different techniques to make the text come alive 	<p>Citizenship</p> <p>1: Taking part – developing skills of communication and participation</p> <p>2: Choices</p> <p>9: Respect for property</p> <p>ICT objectives</p> <p>3a: Share and exchange information in a variety of forms</p> <p>3b: Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information</p> <p>4a: Review work to help develop ideas</p>

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Poetry	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 1 Poetry – Established Poets Poets: Walter de la Mare, Ted Hughes, Charles Causley, W. H. Auden, Pie Corbett</p> <p>Unit objectives</p> <p>To read and discuss a number of classic or well-known poems</p> <p>To make personal responses and state preferences</p> <p>To discuss what makes a poem effective</p> <p>To prepare a group reading of a poem</p> <p>To write a poem which includes personification</p>	<p><i>See also Progression in Poetry Y6</i></p> <p>1. Speaking</p> <ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including Standard English <p>4. Drama</p> <ul style="list-style-type: none"> • Devise a performance considering how to adapt the performance for a specific audience <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> • Read extensively and discuss personal reading with others, including in reading groups • Sustain engagement with longer texts, using different techniques to make the text come alive • Compare how writers from different times and places present experiences and use language <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> • Select words and language drawing on their knowledge of literary features and formal and informal writing 	<p>Music 16: Exploring rhythm and pulse 17: Exploring sounds</p> <p>History Key elements: 4a: Find out about the past from a range of sources</p> <p>ICT objectives 3a: Share and exchange information in a variety of forms 4a: Review work to help develop ideas</p>

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Poetry	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 2 Poetry – Revision Poets: Charles Causley, Vernon Scannell, Philip Gross, Brian Patten, Roger McGough</p> <p>Unit objectives</p> <p>To review how to consider the meaning behind words or images</p> <p>To revise how to make clear personal responses and state preferences</p> <p>To prepare an effective reading</p> <p>To practise writing a poem by following a given pattern</p>	<p><i>See also Progression in Poetry Y6</i></p> <p>1. Speaking</p> <ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives (Y6) • Participate in whole-class debate using the conventions and language of debate, including Standard English (Y6) <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Understand underlying themes, causes and points of view (Y6) • Understand how writers use different structures to create coherence and impact (Y6) • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader (Y6) <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> • Read extensively and discuss personal reading with others, including in reading groups (Y6) • Compare how writers from different times and places present experiences and use language (Y6) 	<p>Music 16: Exploring rhythm and pulse 18: Exploring sound sources</p> <p>Geography 14: Investigating rivers</p> <p>Citizenship 1: Taking part – developing skills of communication and participation 2: Choices 7: Children’s rights – human rights</p> <p>PSHE Preparing to play an active role as citizens</p> <p>ICT objectives 3a: Share and exchange information in a variety of forms</p>

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Poetry	New framework objectives by strand	Links to subjects other than English
<p>Year 6 Term 3 Poetry – Themed poems Poets: Carol Ann Duffy, Ted Hughes, Pie Corbett, Basho, Buson, Onitsura</p> <p>Unit objectives</p> <p>To consider the importance of activating senses when choosing words for poetry</p> <p>To respond to poems and give reasons for personal preferences</p> <p>To extend a haiku to a tanka; to discuss effectiveness of language in poetry</p>	<p><i>See also Progression in Poetry Y6</i></p> <p>1. Speaking</p> <ul style="list-style-type: none"> Use a range of oral techniques to present persuasive arguments and engaging narratives Participate in whole-class debate using the conventions and language of debate, including Standard English <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Explore how word meanings change when used in different contexts <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Read extensively and discuss personal reading with others, including in reading groups Compare how writers from different times and places present experiences and use language <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> Select words and language drawing on their knowledge of literary features and formal and informal writing Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme (Y6/7) 	<p>Music</p> <p>16: Exploring rhythm and pulse 18: Exploring sound sources</p> <p>ICT objectives</p> <p>2a: Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound 4a: Review work to help develop ideas</p>