

English Overview Year 6

Term 1.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements (in bold)</u></p> <ul style="list-style-type: none"> • Read books that are structured in different ways and reading for a range of purpose; • Ask questions to improve understanding; • Predict what might happen from details stated and implied; • Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader; • Read and discuss an increasingly wide range of fiction. <p>Class Novel – Holes by Louis Sachar Non-fiction - Ancient Maya (The Ancient World) by Barbara A. Somervill</p> <p>Other suggested linked texts -</p> <p>A Walk in the Desert (Cornerstones Hub) Off We Go To Mexico: An Adventure in the Sun by Laurie Krebs</p> <p>Poetry Spine –</p> <p>The Highwayman by Alfred Noyes (similes, metaphors, personification) The Listeners by Walter de La Mare</p> <p>Comprehension Focus -</p> <p>Reading Explorers – retrieval</p> <p>Extracts from class texts - retrieval</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • In narratives, describe settings characters and atmosphere; • Use commas to clarify meaning or avoid ambiguity; • Ensuring the correct subject and verb agreement when using singular and plural; • Noting and developing initial ideas, drawing on reading and research where necessary; • Use expanded noun phrases to convey complicated information concisely; • Proof read for spelling and punctuation errors. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Setting/character description of the desert using Holes and A Walk in the Desert word banks (expanded noun phrases and pronouns) • Letter (Stanley writing a letter back home to his family) • Short burst writing - Day of the Dead linked to the Literacy Shed clip • Change of view (Bess’s point of view/Tim’s point of view using The Highwayman text) <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Capital letters • Full stops • Adjectives • Pronouns • Determiners (articles) • Subject-verb agreement • Expanded noun phrases • Subordination • Coordination • Commas • Prepositional phrases
Term 1.2	
Reading	Writing

<u>Outcomes – see NC Statutory Requirements</u>	<u>National Curriculum Outcomes (in bold)</u>
<ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; • Read and discuss a wide range of poetry; • Retrieve, record and present information from non-fiction; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; • Provide reasoned justifications for their views; • Increase their familiarity with a wide range of books, including traditional stories and modern fiction. • Make comparisons within and across books. <p>Class Novel – Street Child by Berlie Doherty</p> <p>Other suggested linked texts - Cogheart by Peter Bunzl Black Beauty by Anna Sewell Mill Girl by Sue Read</p> <p>Poetry Spine – WW1 Poems In Flanders Fields by John McCrae, Anthem for Doomed Youth by Wilfred Owen, Dulce et Decorum by Wilfred Owen Limericks by Victorian poet Edward Lear looking at the structure of a variety of limericks and identify their key features. Analyse the rhyming structure (AABBA) and rhythm of different examples.</p> <p>Comprehension Focus - Reading Explorers - deduction/inference</p> <p>Extracts from class texts - deduction/inference</p>	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • Dialogue to convey character and advance the action • Using hyphens to avoid ambiguity; • Using brackets, dashes or commas to indicate parenthesis; • Assessing the effectiveness of their own and others' writing; • Using the perfect form of the verbs to mark relationship of time and cause; • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • Proof read for spelling and punctuation errors. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Non-chronological report - Victorian schools/ child's life (organisational devices and paragraphs); • Biography - Queen Victoria, Elizabeth Fry, Joseph Lister, Sir Robert Peel, Lord Shaftsbury, Florence Nightingale, Thomas Barnado; • Short story - Flashback First person (an adult working in a factory having a flashback to when they were a child). Use <i>The Maid</i>, a BBC school radio clip • WW1 poetry <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Commas • Subordination • Coordination • Inverted commas • Tenses • Brackets, dashes or commas to indicate parenthesis • Hyphens to avoid ambiguity

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Term 2.1	
Reading	Writing

<p><u>Outcomes – see NC Statutory Requirements</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; • Learn a wide range of poetry by heart; • Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience; • Provide reasoned justifications for their views; • Distinguish between statements of fact and opinion. <p>Class Novel – The Polar Bear Explorers' Club by Alex Bell Wonder by RJ Palacio Arctic and Antarctic by DK Eyewitness</p> <p>Other suggested linked texts Titanic by DK Eyewitness Shackleton's Journey by William Grill Poetry Spine –</p> <p>Haiku poetry Poetry slam</p> <p>Comprehension Focus –</p> <p>Reading Explorers – inference Extracts from class texts – inference</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary; • Use a wide range of devices to build cohesion within and across paragraphs; • Use modal verbs or adverbs to indicate degrees of possibility; • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Dialogue to convey character and advance the action; • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen; • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear; • Distinguishing between the language of speech and writing and choosing the appropriate register; • Recognising vocabulary and structures that are appropriate for formal speech and writing; • Précising longer passages; • Using a colon to introduce a list. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Chronological report (How did the disaster occur? How many people died?) - HMS Titanic; • Extended writing narrative – (Wonder) August starting school • Diaries – A diary of Captain Scott's final few months, days, hours of his doomed expedition. • Letter writing – Little Freak writing back to his dad (paragraphs) • Monologue – Little Freak <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Colons/semi-colons or dashes to mark boundaries between independent clauses • Time adverbials • Pronouns • Comma for coordination/subordination • Cohesive devices • Modal verbs
Term 2.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding and 	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing;

<p>exploring the meaning of words in context;</p> <ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning; Retrieve, record and present information from non-fiction; Continue to read and discuss an increasing wide range of non-fiction and reference books or textbooks. <p>Class Novel – Once by Morris Gleitzman</p> <p>Other suggested linked texts –</p> <p>Anne Frank’s Diary Blitz by Vince Cross</p> <p>Poetry Spine – Invictus by William Ernest Henry Dulce Et Decorum, The Click of the Garden Gate, Rocca San Giovanni</p> <p>Comprehension Focus-</p> <p>Reading Explorers - Inference/Authorial intent</p> <p>Extracts from class texts - Inference/Authorial intent</p>	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; Use modal verbs or adverbs to indicate degrees of possibility; Using passive verbs to affect the presentation of information in a sentence; Using semi-colons, colons or dashes to mark boundaries between independent clauses; Using further organisation and presentation devices to structure text and to guide the reader (for example, headlines, caption); Distinguishing between the language of speech and writing and choosing the appropriate register; Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun; Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; Précising longer passages. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> Newspaper report – World War 2 Battle of Britain, Letters – Child writing back home after being evacuated (history) Diary writing – A Jewish child hiding in a secret annexe in Amsterdam/Anne Frank. Explanation text – Guide to looking after an unusual creature Explanation text – Circulatory system (science) Short burst – The Piano <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> Passive verbs Colon to introduce a list Direct/reported speech Relative clauses Paragraphing Modal verbs
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English Overview Year 6

Term 3.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a 	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning; Using the perfect form of the verbs to mark relationship of time and cause;

<p>focus on the topic and using notes where necessary;</p> <ul style="list-style-type: none"> • Recommend books they have read to their peers, giving reasons for their choices; • Increase familiarity with a wide range of books, including books from other cultures and traditions; • Ask questions to improve their understanding. <p>Class Novel – Sky Hawk by Gill Lewis</p> <p>Other suggested linked texts -</p> <p>Lost Words by Andrew Lane The Tree of Life by Peter Sis All about Evolution by Robert Winston</p> <p>Poetry Spine - The Raven by Edgar Allan Poe</p> <p>Comprehension Focus – Reading Explorers - Inference/Authorial intent Extracts from class texts - Inference/Authorial intent</p>	<ul style="list-style-type: none"> • Punctuating bullet points consistently; • Précis longer passages; • Proof-read for spelling and punctuation errors; • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining); • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; • Use a wide range of devices to build cohesion within and across paragraphs. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Labelling (science) – different animal body parts describing adaptation, natural selection, variation and inheritance • Journals – Retracing Darwin’s steps • Explanation text – How have monkeys, polar bears and sharks evolved • Fact file – different fossil types <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Semi-colons • Colons • Dashes • Modal verbs/adverbs to indicate degrees of possibility • Coordination/Subordination • Adverbs of time • Cohesive devices
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Term 3.2

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing; • Summarize the main ideas drawn from more than one paragraph, identifying key details that support main ideas; • Preparing a play to read aloud and to perform, showing understanding 	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary; • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear; • Assess the effectiveness of their own and others’ writing; • Proof-read for spelling and punctuation errors; • Use a wide range of devices to build cohesion within and across paragraphs; • Distinguishing between the language of speech and writing and choosing the appropriate register.

<p>through intonation, tone and volume so that meaning is clear to an audience;</p> <ul style="list-style-type: none"> • Ask questions to improve their understanding. <p>Class Novel – Stormbreaker (Alex Rider) by Anthony Horowitz</p> <p>Other suggested linked texts</p> <p>–</p> <p>Artemis Fowl by Eoin Colfer Iron Fist by Andy Briggs Start a Blog! (Find Your Talent) by Matt Annis</p> <p>Poetry Spine - If by Rudyard Kipling</p> <p>Comprehension Focus –</p> <p>Reading Explorers - Inference/Authorial intent</p> <p>Extracts from class texts - Inference/Authorial intent</p>	<p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Thriller narratives – based on exciting technology • Podcasts - the future of technology • Emails – looking at, and creating emails to a range of people (informal/formal) • Blogs – Questions to interview a web designer or blogger and each child will write a first-class blog <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Informal/formal language • Comma for coordination/subordination • Direct speech • Relative clauses • Paragraphing • Pronouns • Modal verbs
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