

English Overview Year 6 2022-2023

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 – The Polar Bear Explorers’ Club by Alex Bell</p> <p>Wonder by R.J. Palacio</p> <p>Non-fiction - Ernest Shackleton Polar Regions Deforestation Islamic Empire Baghdad (Silk Road)</p> <p>Other suggested linked texts - Shackleton’s Journey by William Grill</p> <p>Poetry Spine – The Raven by Edgar Allan Poe</p> <p>Comprehension Focus -</p> <p>Retrieval and vocabulary (find and copy) Complete a table/grid (tick one answer)</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; • Dialogue to convey character and advance the action • 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"> • Character description (expanded noun phrases and pronouns) • Short burst – Character and setting description (man on bench) • Using dialogue to advance the action. • Change of view (Jack Wills point of view) • Free write <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 • Dialogue • Coordination • Commas • Prepositional phrases

Term 1.2

Reading

Outcomes – see NC Statutory Requirements

- 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;
- 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.

Class Novel –

Street Child by Berlie Doherty

Non-fiction –

Trade (import/export)

Queen Victoria

Anti-bullying

Barack Obama

The Arrival picture

Other suggested linked texts -

Little Red Riding Hood play script

Biographies - Famous inspirational females

Poetry Spine –

Caged bird by Maya Angelou

If by Rudyard Kipling

Comprehension Focus –

Retrieve and vocabulary (find and copy)

Complete a table/grid (tick one answer)

Writing

National Curriculum Outcomes (in bold)

- **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.**

Suggested Writing

- **Biography** – Inspirational women Queen Victoria, Florence Nightingale, Rosa Parks, Mary Seacole,
- **Adventure story with a flashback** - Kidnapped
- **Short burst** – The Lighthouse

SPAG Focus

- Commas
- Subordination
- Coordination
- Tense
- Brackets, dashes or commas to indicate parenthesis
- Hyphens to avoid ambiguity

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 Boy at the Back of the Class by Onjali Q.Rauf</p> <p>Non-fiction – Endangered Animals Roman Empire Haiku poetry Poetry slam</p> <p>Other suggested linked texts Voices in the Park by Anthony Browne</p> <p>Poetry Spine – The Highwayman by Alfred Noyes The Listeners by Walter de La Mare</p> <p>Comprehension Focus – 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; • Using passive verbs to affect the presentation of information in a sentence; • 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 (moderation writing)</u></p> <ul style="list-style-type: none"> • Newspaper Report – The Highwayman • Short burst – Hut in the vast landscape • Letter writing – Little Freak writing back to his dad (paragraphs) • Discussion text – Should children have been evacuated during World War 2? • Change of view - Bess's point of view/Tim's point of view using The Highwayman text (First voice and second voice like in Voices in the Park – Anthony Browne) <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 • Direct/Indirect (reported speech) • Cohesive devices • Modal verbs • Passive 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 exploring the meaning of words in context; • Identify how language, structure and presentation contribute to meaning; • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; • 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>Non-fiction – The Blitz Auschwitz How to look after a mythical creature</p> <p>Other suggested linked texts – Anne Frank's Diary Blitz by Vince Cross</p> <p>Poetry Spine – Invictus by William Ernest Henry The Tyger by William Blake</p> <p>Comprehension Focus- Inference/Authorial intent</p>	<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; • 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 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 implies (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 (moderation writing)</u></p> <ul style="list-style-type: none"> • Non-chronological report – WW2 • Explanation text – Mythical creature • Tale of Fear (sequel) – Pie Corbett Red <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Colon to introduce a list • Colons/semi-colons or dashes to mark boundaries between independent clauses • Relative clauses • Paragraphing • Modal verbs • Cohesive devices

Term 3.1

Reading

Outcomes – see NC Statutory Requirements

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;
- 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.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence;

Class Novel –

Holes by Louis Sachar

Non-fiction –

Deserts

Sahara Desert

Gobi Desert

Other suggested linked texts -

A Walk in the Desert

Poetry Spine –

Ozymandias by Percy Bysshe

Shelley

Macavity: The Mystery Cat

Comprehension Focus –

Inference/Authorial intent

Writing

National Curriculum Outcomes (in bold)

- **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;**
- **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.**

Suggested Writing

- **Letter** - Stanley writing a letter back home to his family
Little Freak writing home to Mum/Dad
- **Poetry** – Pie Corbett Plastic bag
- **Portal story** – Pie Corbett - The World of Possibility
- **Short burst** – Desert
- **Persuasive text** – Should SATs be abolished? Or Gadgets workbook (Pie Corbett)

SPAG Focus

- Personification
- Metaphors
- Semi-colons
- Colons
- Dashes
- Modal verbs/adverbs to indicate degrees of possibility
- Coordination/Subordination
- Adverbs of time
- Cohesive devices

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 through intonation, tone and volume so that meaning is clear to an audience; • Ask questions to improve their understanding. <p>Class Novel – Children choose</p> <p>Non-fiction – What is a refugee?</p> <p>Other suggested linked texts – The Island by Armin Greder Iron Fist by Andy Briggs Start a Blog! (Find Your Talent) by Matt Anniss</p> <p>Poetry Spine – The language of at by Rachel Rooney A Smuggler’s song by Rudyard Kipling</p> <p>Comprehension Focus – Inference/Authorial intent</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; • 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><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