

# English Overview Year 6 2024-2025

Term 1.1	
Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purpose;</li> <li>• Ask questions to improve understanding;</li> <li>• Predict what might happen from details stated and implied;</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader;</li> <li>• Read and discuss an increasingly wide range of fiction.</li> </ul> <p><b>Class Novel –</b> Street Child by Berlie Doherty</p> <p><b>Other suggested linked texts -</b> Biographies - Famous inspirational females</p> <p><b>Poetry Spine –</b> The Raven by Edgar Allan Poe</p> <p><b>Comprehension Focus -</b> Retrieval and vocabulary (find and copy) Complete a table/grid (tick one answer)</p> <p><b>Focus – Endings and setting description</b></p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• In narratives, describe settings characters and atmosphere;</li> <li>• Use commas to clarify meaning or avoid ambiguity;</li> <li>• Ensuring the correct subject and verb agreement when using singular and plural;</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>• Use expanded noun phrases to convey complicated information concisely;</li> <li>• Proof read for spelling and punctuation errors.</li> <li>• Using the perfect form of the verbs to mark relationship of time and cause;</li> <li>• Using further organisation and presentation devices to structure text and to guide the reader (for example, headlines, caption);</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun;</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms;</li> </ul> <p><b><u>Suggested Writing</u></b></p> <ul style="list-style-type: none"> <li>• Short burst – Setting descriptions (Lighthouse, school, IA with a range of settings)</li> <li>• Short burst endings</li> <li>• Biography – Inspirational person.</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Capital letters                      Full stops</li> <li>• Adjectives                              Pronouns</li> <li>• Determiners (articles)              Commas</li> <li>• Subject-verb agreement</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Expanded noun phrases</li> <li>• Coordination</li> <li>• Prepositional phrases</li> <li>• Relative clauses</li> </ul>

## 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 –**

The Polar Bear Explorers' Club by Alex Bell

#### **Non-fiction –**

Deforestation

Ernest Shackleton

Polar Regions

Trade (import/export)

Anti-bullying

#### **Other suggested linked texts -**

Shackleton's Journey by William Grill

Little Red Riding Hood play script

Play scripts (comprehensions)

#### **Poetry Spine –**

Caged bird by Maya Angelou

#### **Comprehension Focus –**

Retrieve and vocabulary (find and copy)

Complete a table/grid (tick one answer)

HA - inference

#### **Focus – Suspense**

### 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;**
- **Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;**
- **Proof read for spelling and punctuation errors.**
- **Using a colon to introduce a list.**

#### Suggested Writing

- **Warning story** – Red – independent application
- **Short bursts** - Suspense
- **Non-chronological report** - animal

#### SPAG Focus

- Commas
- Subordination
- Coordination
- Tense
- Hyphens to avoid ambiguity
- Personification
- Metaphors

## Term 2.1

### Reading

#### Outcomes – see NC Statutory Requirements

- 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.

#### **Class Novel –**

Holes by Louis Sachar

#### **Non-fiction –**

Endangered Animals  
Roman Empire  
Haiku poetry  
Poetry slam

#### **Other suggested linked texts**

Voices in the Park by Anthony Browne

#### **Poetry Spine –**

The Highwayman by Alfred Noyes  
The Listeners by Walter de La Mare

#### **Comprehension Focus –**

Reading Explorers – inference  
Extracts from class texts – inference

#### **Focus – Characterisation and setting**

### Writing

#### National Curriculum Outcomes (in bold)

- **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;**
- **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;**
- **Précising longer passages;**
- **Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun;**

#### Suggested Writing (moderation writing)

- **Newspaper Report** – The Highwayman
- **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)
- **Holes** – Journey story – (Refer to Y4 and 5 models)
- **Short burst** – Setting descriptions
- **Short burst** - Letter from Stanley back home

#### SPAG Focus

- Colons/semi-colons or dashes to mark boundaries between independent clauses
- Time adverbials
- Pronouns
- Direct/Indirect (reported speech)
- Cohesive devices
- Modal verbs
- Passive verbs
- Relative clauses

## Term 2.2

### Reading

#### Outcomes – see NC Statutory Requirements

- 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.

#### **Class Novel –**

The Boy at the Back of the Class  
by Onjali Q. Rauf  
Wonder by R.J. Palacio

#### **Non-fiction –**

The Blitz  
WW2 related texts

#### **Other suggested linked texts –**

Anne Frank's Diary  
Blitz by Vince Cross  
Flossie Albright

#### **Poetry Spine –**

Invictus by William Ernest Henry

#### **Comprehension Focus-**

Inference/Authorial intent

#### **Focus – Characterisation and dialogue**

### Writing

#### National Curriculum Outcomes (in bold)

- **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;**
- **Using a colon to introduce a list.**
- **Using semi-colons, colons or dashes to mark boundaries between independent clauses;**
- **Distinguishing between the language of speech and writing and choosing the appropriate register;**
- **Précising longer passages.**
- **Dialogue to convey character and advance the action**

#### Suggested Writing (moderation writing)

- **Change of view** (Jack Will/teacher/Mr Tushman)- Free write
- **Diary entry** – Little Freak writing back to his dad (paragraphs) (GDS Dad's POV)
- **Monologue** – Little Freak
- **Dialogue** – Short burst

#### SPAG Focus

- 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 –**

Once by Morris Gleitzman

#### **Non-fiction –**

Newspaper articles – First News

Non chronological reports

#### **Other suggested linked texts -**

#### **Poetry Spine –**

Ozymandias by Percy Bysshe Shelley

Macavity: The Mystery Cat

#### **Comprehension Focus –**

Inference/Authorial intent

**Focus – Free writes for moderation**

### 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.**
- **Use modal verbs or adverbs to indicate degrees of possibility;**
- **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;**

#### Suggested Writing

**Non chronological report** – Monquistaur – Independent create own creature

**Newspaper** – Linked to current affairs

**Evacuation narrative** – Free write

#### SPAG Focus

- Semi-colons
- Colons
- Dashes
- Modal verbs/adverbs to indicate degrees of possibility
- Coordination/Subordination
- Adverbs of time
- Cohesive devices
- Relative clauses
- Direct speech

## Term 3.2

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing;</li> <li>• Summarize the main ideas drawn from more than one paragraph, identifying key details that support main ideas;</li> <li>• Preparing a play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience;</li> <li>• Ask questions to improve their understanding.</li> </ul> <p><b>Class Novel</b> – Children choose</p> <p><b>Non-fiction</b> – What is a refugee?</p> <p><b>Other suggested linked texts</b> – The Island by Armin Greder Iron Fist by Andy Briggs Start a Blog! (Find Your Talent) by Matt Anniss</p> <p><b>Poetry Spine</b> – If by Rudyard Kipling</p> <p><b>Comprehension Focus</b> – Inference/Authorial intent</p> <p><b>Focus</b> – Free writes</p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Note and develop initial ideas, drawing on reading and research where necessary;</b></li> <li>• <b>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</b></li> <li>• <b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear;</b></li> <li>• <b>Assess the effectiveness of their own and others' writing;</b></li> <li>• <b>Proof-read for spelling and punctuation errors;</b></li> <li>• <b>Use a wide range of devices to build cohesion within and across paragraphs;</b></li> <li>• <b>Distinguishing between the language of speech and writing and choosing the appropriate register.</b></li> </ul> <p><b><u>Suggested Writing</u></b></p> <ul style="list-style-type: none"> <li>• <b>Balanced argument</b> – Should SATs be abolished? Current affairs</li> <li>• <b>Podcasts</b> - the future of technology</li> <li>• <b>Emails</b> – looking at, and creating emails to a range of people (informal/formal)</li> <li>• <b>Blogs and Vlogs</b> – Questions to interview a web designer or blogger and each child will write a first-class blog and create a Vlog</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Informal/formal language</li> <li>• Comma for coordination/subordination</li> <li>• Relative clauses</li> <li>• Paragraphing</li> <li>• Pronouns</li> <li>• Modal verbs</li> </ul>