

# 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.</li> </ul> <p><b><u>Suggested Writing</u></b></p> <p><b>Talk for Writing text</b> <b>We need a new text for this</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</li> <li>• Adjectives</li> <li>• Determiners (articles)</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>

<b>Term 1.2</b>	
<b>Reading</b>	<b>Writing</b>
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Read and discuss a wide range of poetry;</li> <li>• Retrieve, record and present information from non-fiction;</li> <li>• Provide reasoned justifications for their views;</li> <li>• Increase their familiarity with a wide range of books, including traditional stories and modern fiction.</li> <li>• Make comparisons within and across books.</li> </ul> <p><b>Class Novel –</b> The Polar Bear Explorers' Club by Alex Bell</p> <p><b>Non-fiction –</b> Deforestation Ernest Shackleton Polar Regions Trade (import/export) Anti-bullying</p> <p><b>Other suggested linked texts -</b> Shackleton's Journey by William Grill Little Red Riding Hood play script Play scripts (comprehensions)</p> <p><b>Poetry Spine –</b> Caged bird by Maya Angelou</p> <p><b>Comprehension Focus –</b> Retrieve and vocabulary (find and copy) Complete a table/grid (tick one answer) HA - inference</p> <p><b>Focus – Suspense</b> <b>Sequel</b></p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>• Dialogue to convey character and advance the action</li> <li>• Using hyphens to avoid ambiguity;</li> <li>• Using brackets, dashes or commas to indicate parenthesis;</li> <li>• Assessing the effectiveness of their own and others' writing;</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>• Proof read for spelling and punctuation errors.</li> <li>• Using a colon to introduce a list.</li> </ul> <p><b><u>Suggested Writing</u></b></p> <ul style="list-style-type: none"> <li>• <b>Warning story</b> – Red – independent application</li> <li>• <b>Short bursts</b> - Suspense</li> <li>• <b>Non-chronological report</b> - Animal</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Commas</li> <li>• Subordination</li> <li>• Coordination</li> <li>• Tense</li> <li>• Hyphens to avoid ambiguity</li> <li>• Personification</li> <li>• Metaphors</li> </ul>

## Term 2.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence;</li> <li>• Learn a wide range of poetry by heart;</li> <li>• Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience;</li> <li>• Provide reasoned justifications for their views;</li> <li>• Distinguish between statements of fact and opinion.</li> </ul> <p><b>Class Novel –</b> Holes by Louis Sachar</p> <p><b>Non-fiction –</b> Endangered Animals Roman Empire Haiku poetry Poetry slam</p> <p><b>Other suggested linked texts</b> Voices in the Park by Anthony Browne</p> <p><b>Poetry Spine –</b> The Highwayman by Alfred Noyes The Listeners by Walter de La Mare</p> <p><b>Comprehension Focus –</b> Reading Explorers – inference Extracts from class texts – inference</p> <p><b>Focus – Characterisation and setting</b></p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary;</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs;</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility;</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</li> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>• Using passive verbs to affect the presentation of information in a sentence;</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen;</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear;</li> <li>• Précising longer passages;</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implies (e.g. omitted) relative pronoun;</li> </ul> <p><b><u>Suggested Writing (moderation writing)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Newspaper Report</b> – The Highwayman</li> <li>• <b>Genre switch</b> - 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)</li> <li>• <b>Holes</b> – Journey story – (Refer to Y4 and 5 models)</li> <li>• <b>Short burst</b> – Setting descriptions</li> <li>• <b>Short burst</b> - Letter from Stanley back home</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Colons/semi-colons or dashes to mark boundaries between independent clauses</li> <li>• Time adverbials</li> <li>• Pronouns</li> <li>• Direct/Indirect (reported speech)</li> <li>• Cohesive devices</li> <li>• Modal verbs</li> <li>• Passive verbs</li> <li>• Relative clauses</li> </ul>

## Term 2.2

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</li> <li>• Identify how language, structure and presentation contribute to meaning;</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence;</li> <li>• Continue to read and discuss an increasing wide range of non-fiction and reference books or textbooks.</li> </ul> <p><b>Class Novel –</b> The Boy at the Back of the Class by Onjali Q. Rauf Wonder by R.J. Palacio</p> <p><b>Non-fiction –</b> The Blitz WW2 related texts</p> <p><b>Other suggested linked texts –</b> Anne Frank's Diary Blitz by Vince Cross Flossie Albright</p> <p><b>Poetry Spine –</b> Invictus by William Ernest Henry</p> <p><b>Comprehension Focus-</b> Inference/Authorial intent</p> <p><b>Focus – Characterisation and dialogue</b></p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ensure the consistent and correct use of tense throughout a piece of writing;</b></li> <li>• <b>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</b></li> <li>• <b>Using a colon to introduce a list.</b></li> <li>• <b>Using semi-colons, colons or dashes to mark boundaries between independent clauses;</b></li> <li>• <b>Distinguishing between the language of speech and writing and choosing the appropriate register;</b></li> <li>• <b>Précising longer passages.</b></li> <li>• <b>Dialogue to convey character and advance the action</b></li> </ul> <p><b><u>Suggested Writing (moderation writing)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Change of view</b> (Jack Will/teacher/Mr Tushman)- Free write</li> <li>• <b>Diary entry</b> – Little Freak writing back to his dad (paragraphs) (GDS Dad's POV)</li> <li>• <b>Monologue</b> – Little Freak</li> <li>• <b>Dialogue</b> – Short burst</li> </ul> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Colon to introduce a list</li> <li>• Colons/semi-colons or dashes to mark boundaries between independent clauses</li> <li>• Relative clauses</li> <li>• Paragraphing</li> <li>• Modal verbs</li> <li>• Cohesive devices</li> </ul>

## Term 3.1

Reading	Writing
<p><b><u>Outcomes – see NC Statutory Requirements</u></b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Recommend books they have read to their peers, giving reasons for their choices;</li> <li>• Increase familiarity with a wide range of books, including books from other cultures and traditions;</li> <li>• Ask questions to improve their understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence;</li> </ul> <p><b>Class Novel –</b> Once by Morris Gleitzman</p> <p><b>Non-fiction –</b> Newspaper articles – First News Non chronological reports</p> <p><b>Other suggested linked texts -</b></p> <p><b>Poetry Spine –</b> Ozymandias by Percy Bysshe Shelley Macavity: The Mystery Cat</p> <p><b>Comprehension Focus –</b> Inference/Authorial intent</p> <p><b>Focus – Free writes for moderation</b></p>	<p><b><u>National Curriculum Outcomes (in bold)</u></b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>• Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning;</li> <li>• Using the perfect form of the verbs to mark relationship of time and cause;</li> <li>• Punctuating bullet points consistently;</li> <li>• Précis longer passages;</li> <li>• Proof-read for spelling and punctuation errors;</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining);</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility;</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> <b>Non chronological report</b> – Monquistaur – Independent create own creature <b>Newspaper</b> – Linked to current affairs <b>Evacuation narrative</b> – Free write</p> <p><b><u>SPAG Focus</u></b></p> <ul style="list-style-type: none"> <li>• Semi-colons</li> <li>• Colons</li> <li>• Dashes</li> <li>• Modal verbs/adverbs to indicate degrees of possibility</li> <li>• Coordination/Subordination</li> <li>• Adverbs of time</li> <li>• Cohesive devices</li> <li>• Relative clauses</li> <li>• Direct speech</li> </ul>

## 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>