



Every Child, Every Chance, Every Day

Yearly Overview for English – Year 6

Pacer of Termly Texts, Blocks, Links and Suggested Outcomes						
Autumn			Spring		Summer	
Curriculum topics (History, Geography, Science)	<ul style="list-style-type: none"> Africa Animals including humans 	Africa Black History Month Evolution and inheritance	<ul style="list-style-type: none"> The Americas Light 	<ul style="list-style-type: none"> The Americas Electricity SATs prep. 	<ul style="list-style-type: none"> The Victorians Living things and their habitats SATS prep. 	<ul style="list-style-type: none"> The Victorians Living things and their habitats
Narrative	Stories with a flashback	Historical Narrative	Stories with difficult issues	Adventure/quest stories Non-linear stories	Older Literature (topic link)	Author Study: Shaun Tan
Non-fiction	Report – topic link		1 week units linked to a relevant context: Persuasion Discussion Explanation Recount Report			Information texts – linked to school journey
Poetry	Vocabulary building: Classic Poems	Structure study: Slam poetry	Poet Study: Charles Causley Whole school poetry recital	Poetry anthology: Free verse	(SATS prep)	N/A Y6 show/Osmington Bay
Other			Other Writing opportunities 2-3 day writing tasks: Dialogue to play script Story book for reception Mystery story Sci-fi story 2-3 day writing tasks: Persuasive letters The Easter story news report Persuasive letters (Headteacher/Steve) Persuasive advert for holiday Balanced argument Mt. Snowdon Science book Light and shadow Explanation texts			
Core texts	The Lighthouse – visual text Kensuke's Kingdom The Wreck of the Zanzibar Piano	Goodnight Mister Tom War Horse Butterfly Lion Rose Blanche – Roberto Innocenti Locomotion	Skellig Wolf Brother	Examples of non-linear stories	Charles Dickens e.g. A Christmas Carol Oliver (abridged)	The Viewer The Arrival The Red Tree I had a Little Cat – Poetry collection

Suggested written outcome	<p><u>Narrative:</u> Character analysis. Prequel stories. Diary entries. Newspaper reports. Plan and write stories with flashbacks. <u>Non-fiction:</u> BHM Report on Africa. Choose appropriate style and form to suit purpose and audience. Travel agent, postcards, fact files. E.g. Expedia trip. (see also Autumn 1) <u>Poetry:</u> Hilaire Belloc's Cautionary Tales provide cause for debate and the children end the unit writing their own modern day cautionary poems. Read and write classic poems.(Hamilton)</p>	<p><u>Narrative:</u> Narrative set in WW1/WW2 – Armistice/Remembrance day link. Write in the role of a character - a letter. Newspaper report. Retell a story with similar themes/historical content. <u>Non-fiction:</u> BHM Report on Africa. Choose appropriate style and form to suit purpose and audience. Travel agent, postcards, fact files. E.g. Expedia trip. <u>Poetry:</u> Study a slam poem (a form of performance poetry) and other poems about what to do when you grow up, You Wait Til I'm Older Than You! By Michael Rosen. Children write an extra verse about their dreams. Use poems about not knowing what to write to stimulate writing about everyday little things. Hold a poetry slam.</p>	<p><u>Narrative:</u> Skellig – BookPower Wolf Brother – BookPower Non-linear stories using PowerPoint hyperlinks <u>Non-fiction:</u> LE.g. etters. Advertisements. Cross-curricular links. <u>Poetry:</u> Charles Causley study (BookPower)</p>	<p><u>Narrative:</u> Class collaborative piece Barrow quest (Extending narrative PNS unit resources) <u>Non-fiction:</u> E.g. Writing for the school newsletter. Explanations linked to science. Letters to school staff. <u>Poetry:</u> To collect examples of poetry over the years. Discuss a variety of genres. Select favourite and write poems in the style of ..</p>	<p><u>Narrative:</u> <u>Older Literature - Dickens</u> Diary entries Non-fiction information texts about life in Victorian times. Character descriptions. 'Dictagloss'. Modern setting-historical descriptions e.g. Camden Town. Play scripts from texts. <u>Non-fiction:</u> Writing for the school newsletter. Explanations linked to science. Letters to school staff. <u>Poetry:</u> Create a whole class poetry anthology of favourite poems from primary school. Create poems in their favourite style. Compile a 'legacy' poetry anthology book to go in school library.</p>	<p><u>Narrative:</u> Read and write stories by Shaun Tan. Use illustrations from The Arrival to interpret as a written text/audio text. <u>Non-fiction:</u> Make a detailed information book from PGL experience <u>Poetry:</u> N/A due to extra-curricular</p>
	Extended writing focus	<div><div>1. Whole school assessment piece at the beginning of each term – The Magic Door, The Lost key</div><div>2. Posters for the school environment to advertise an event</div><div>3. Cooking week instructions</div><div>4. Coding instructions (computing)</div><div>5. Church productions – script writing</div><div>6. Play scripts for assemblies</div><div>7. News items for the newsletter</div></div>	<div><div>8. Blogs for the website</div><div>9. Songs for assembly</div><div>10. Radio scripts</div><div>11. School council – wish lists, explanation of ideas, persuasive letters</div><div>12. Virtual tours</div><div>13. Letters to MPs - citizenship</div><div>14. Sports day recounts</div></div>	<div><div>15. Author visits – letters, re-tell stories etc</div><div>16. Letters to visitors – thank you letters, to request things</div><div>17. Science week explanations</div><div>18. RE prayers</div><div>19. Interviews with staff/visitors</div><div>20. Nativity story</div><div>21. Invitations to class assemblies/open afternoons</div></div>	<div><div>22. Write in the style of...</div><div>23. Comparative writing in history and geography</div><div>24. Easter/Christmas story news report or retell the story</div><div>25. Christmas links – letters to Father Christmas, Christmas recipes, instructions for decorations</div><div>26. Job descriptions – St Mark's Saviours, Year 6 monitors</div><div>27. Letters for Kentish Town partnership days</div><div>28. Persuasive letters to Steve Mr Henry e.g. a school trip etc</div><div>29. Sports events – recounts, news reports e.g. football team, sports day</div></div>	<div><div>30. School trip recounts</div><div>31. Opportunities for 'free' writing – children to choose genre/text type</div><div>32. Boxing Clever stories</div><div>33. Story openings</div><div>34. Story endings</div><div>35. Show not tell</div><div>36. Science/Topic/RE/PSHE linked pieces</div><div>37. English unit linked pieces</div></div>

Read aloud book list	Kensuke's Kingdom The Wreck of the Zanzibar Boy Going Solo Goodnight Mister Tom (Children to read over the half term)	War Horse Butterfly Lion No Turning Back	A poem a day – prep for poetry recital	Charles Dickens books		Shaun Tan books Charles Causley Poems
Suggested spoken outcomes	Role play and debate Persuasive arguments Oral biographies Vocabulary development games Class assembly	Drama Hot seating Freeze frame Presentation of Africa reports Vocabulary development games	Poetry recital and performance Vocabulary development games Class assembly	Oral rehearsal and reading of written work Reading to Reception Vocabulary development games	Orally rehearse play scripts Retelling Discussion Vocabulary development games Class assembly	Year 6 show – performance Presentation Vocabulary development games
Spelling statutory requirements by term	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>			<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /fəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

Year 5 and 6 objectives split between the two years.

Some objectives can be revisited at the beginning of Year 6 and revision period during spring and summer.

Continue to emphasise the relationship between sounds and letters.

- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Curriculum Requirements across Year 5/6

The reading, writing, spoken language, spelling, punctuation and grammar objectives are mapped out in teachers' medium term planning for each unit (narrative, non-fiction, poetry).

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

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

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

provide reasoned justifications for their views.

Writing

Handwriting and Presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task.

Composition: Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling, Punctuation & Grammar

Terminology for pupils

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points

Grammar

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2

Punctuation

- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spelling (see English Appendix 1)

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

spell some words with ‘silent’ letters [for example, knight, psalm, solemn]

continue to distinguish between homophones and other words which are often confused

use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus.

Endings which sound like /ʃəs/ spelt –cious or –tious	Endings which sound like /ʃəl/	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Words ending in –able and –ible	Adding suffixes beginning with vowel letters to words ending in –fer	Use of the hyphen	Words with the /i:/ sound spelt ei after c	Words with the /i:/ sound spelt ei after c	Words containing the letter-string ough	Words with ‘silent’ letters (i.e. letters whose presence cannot be
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			Words ending in –ably and –ibly						predicted from the pronunciation of the word)
vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	official, special, artificial, partial, confidential, essential	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>e</u> ntial) assistant, assistance, obedient, obedience, independent, independence	adorable/adorably (adorat <u>i</u> on), applicable/applicably (applicat <u>i</u> on), considerable/considerably (considerat <u>i</u> on), tolerable/tolerably (tolerat <u>i</u> on) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliabl possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	co-ordinate, re- enter, co-operate, co-own	deceive, conceive, receive, perceive, ceiling	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	doubt, island, lamb, solemn, thistle, knight	