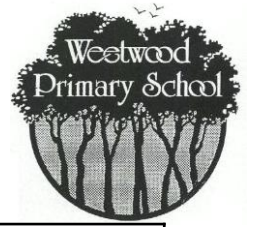
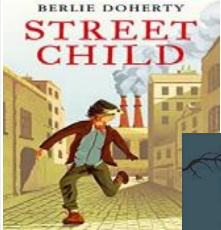
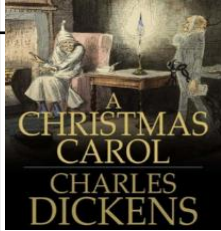
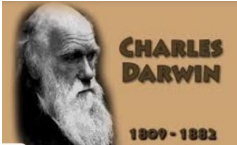
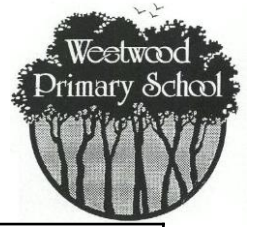


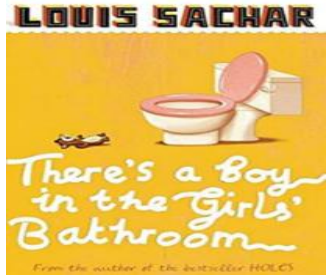
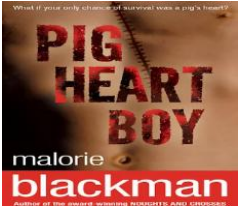
Year 6 English Overview



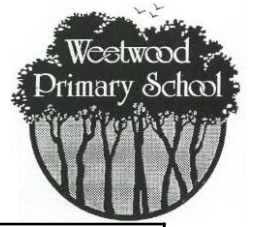
Term	Key texts	Purpose and genre	New grammar skills taught	Revision of grammar skills
Autumn 1	 	• Purpose: to entertain • Genre: 1st person Narrative. Write a descriptive piece about Jim's journey through the London streets • Purpose: Write own version of a 19th Century poem • Genre: Gothic Poetry	• Modal verbs • Subject • Object • Determiner • Synonym • Antonym	• Aa.!? • Inverted commas • Commas to separate a list • Commas for fronted adverbials • Commas for clarity • Expanded noun phrases
Autumn 2	 	• Purpose: Convince the class of the 'Greatest Victorian' through your choice of e.g. Charles Darwin, Thomas Barnardo etc. Genre: Biography • Purpose: Write own ending to 'A Christmas Carol' – change of viewpoint/ending. Genre: 3rd person Historical narrative • Poetry – Victorian Christmas (1 week)	• Relative pronoun • Relative clause • Adverbials TRAMP	• Subordinating conjunctions (AWHITEBUS) • Co-ordinating conjunctions • Apostrophe for omission and possession

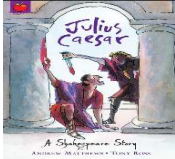
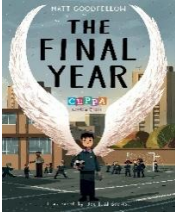
Year 6 English Overview



Term	Key texts	Purpose and Genre	New grammar skills taught	Revision of grammar skills
Spring 1		Purpose: Informal, American dialect used to write a diary entry. Genre: Diary entry (Recount) Purpose: Correspondence between parent and teacher Genre: Formal letter, school report Purpose: Inform visitors to New York City Genre: Tourist leaflet	• active • passive	• Parentheses • Dashes • Brackets • Commas • Ellipsis • Past simple • Past progressive • Present simple • Present progressive
Spring 2	 	Purpose: to entertain Genre: Poetry – varying styles used within the books. Link to MORERAPS poetry by Joseph Coelho, poem written using the subjunctive form Genre: Persuasive TED Talk. Persuade the audience that Cameron should or should not get the pig's heart.	• The subjunctive form	• Hyphens • Dashes • Colons • Semi-colons • Past perfect • Present perfect

Year 6 English Overview



Term	Key texts	Purpose and genre	New grammar skills taught	Revision of grammar skills
Summer 1		Purpose: To entertain Genre: Poetry– the story of the assassination of Julius Caesar told through verse (ballad)	Independent use of grammar skills taught	Sentence types: • Statement • Command • Question • Exclamation • Bullet points
Summer 2		Purpose: Should the Otley run be cancelled? Genre: Balanced argument Purpose: to provide audio description for visually-impaired viewers. Genre: Setting Description	Independent use of grammar skills taught	Review of all grammar skills taught

National Curriculum spelling overview



Year 5/6	endings which sound like /ʃəs/ spelt -cious (e.g. vicious) endings which sound like /ʃəs/ spelt -tious (e.g. cautious)	endings which sound like /ʃəl/ spelt -cial (e.g. official) endings which sound like /ʃəl/ spelt -tial (e.g. essential)	words ending in -ant (e.g. observant) words ending in -ance (e.g. observance) words ending in -ancy (e.g. hesitancy) words ending in -ent (e.g. decent) words ending in -ence (e.g. obedience) words ending in -ency (e.g. decency)	words ending in -able (e.g. adorable) words ending in -ably (e.g. adorably) words ending in -ible (e.g. possible) words ending in -ibly (e.g. possibly)
	adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, reference, referee)	use of the hyphen (e.g. co-ordinate)	/i:/ spelt ei after c (e.g. ceiling)	words containing the letter-string ough (e.g. brought)
	words with silent letters (e.g. island)	homophones and other words that are often confused (e.g. practice/practise)		
	statutory word list			
	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip(-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht			

Year 6 Reading Skills

Year 5 and 6 Reading Assessment



1. Summarising main ideas from more than one paragraph, identifying key details which support the main ideas.
2. Retrieving, recording and presenting information from non-fiction.
3. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
4. Distinguish between statements of fact and opinion.



1. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
2. Learning a wider range of poetry by heart.



1. Asking questions to improve their understanding.
2. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
3. Justifying inferences with evidence.
4. Predicting what might happen from details stated and implied.
5. Making comparisons within and across books.
6. Identifying and explaining how meaning is enhanced through choice of words and phrases.



1. Identifying themes in a wide range of books.
2. Providing reasoned justifications for their views.



1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
3. Reading books that are structured in different ways and reading for a range of purposes.
4. Identifying conventions in a wide range of books.



1. Recommending books that they have read to their peers, giving reasons for their choices.
2. Read for pleasure, build reading stamina and discuss books, poems and other texts with other children.
3. Participating in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 6 English Overview – Guided Reading



Autumn 1	Autumn 2	Spring 1
• Children working • Victoria and Albert • The industrial revolution • Urban sprawl • Dr Barnardo • Black History Month • (Poetry) The Raven	• Railway Mania • Time out • In the home • Schools • Hannukah	• Henry VIII • The Digestive system • Lightning Mary • Jane Eyre • Moonfleet • Golden Dreams • Lost words (Poetry)
Spring 2	Summer 1	Summer 2
• The wrong train • Armistice runner • Fair Trade • The road not taken (poetry) • SATs revision	• Gods and Goddesses • Military might • Boudica • The Britons Revolt • The circulatory system	• All roads lead to Rome • Into the arena • Roman Villas • Roman myths • Performance Poetry (Poetry slam) • Sonnets