

## Year 6 English Overview 2019-2020

**Aims:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

<b>Autumn Term 1</b>				
<b>Week</b>	<b>Stimulus</b> (book/topic/ current event)	<b>Fiction/Non-fiction unit</b>	<b>Toolkit features</b>	<b>Guided Reading links</b>
Week 1	The boy, the mole, the fox and the horse	Fiction: Create a page from the book (picture book)	I can check for spelling and punctuation errors.	
Week 2				Diaries
Week 3	Harry Potter and the Philosopher's Stone	Fiction: Diaries	I can use a wide range of conjunctions for compound and complex sentences. I can use extended ISPACE VSO. I can vary sentences in my writing. I can use, DinC, effectively starting with an ISPACE VSO  GDS I can use well-chosen conjunctions and prepositions. I can use different VSOs I can vary my sentence type.	Harry potter: Inferring Characters Thoughts and Feelings
Week 4				Themes
Week 5				<i>Making comparisons within and across books</i>
Week 6				
Week 6		Fiction: Description  <i>Topic – Fiction/Non-fiction – Travel Journal</i>	Expanded noun phrases I can use alliteration, <b>similes</b> , metaphors and personification for effect.(ISPACE) I can extend my So3 using a subordinating conjunction.  GDS I can extend my So3 using verbs, adjectives, adverbs.	Skimming and scanning revision  Mock SATs Week
Week 7				

Autumn Term 2				
Week 8	Avengers: Audio Description	Fiction: Audio Description	I can use adverbs and adverbial phrases effectively (including degrees of possibility). I can use a wide range of conjunctions for compound and complex sentences.  Passive voice  Powerful verbs  GDS I can use adverbs and adverbial phrases effectively (including degrees of possibility). I can use well-chosen conjunctions and prepositions.	Poetry – Inference <i>Meaning of words in context (Autumn poem)</i> <i>Author's choice of language</i>
Week 9				
Week 10				
Week 11	Meeting Midnight (Poetry)	Fiction: Poetry	I can use alliteration, similes, metaphors and personification for effect.	Non-chron/ explanation texts <i>Summarise text</i> <i>Retrieval</i>
Week 12				
Week 13				
Week 14	Christmas Poetry			

Spring Term 1				
Week	Stimulus (book/topic/ current event)	Fiction/Non-fiction unit	Toolkit features	Guided Reading links
Week 1	Thornhill (book link)	Non-fiction: Diary GDS: Obituary  <i>Topic – Natural Disasters – Non-chron or explanation text</i>	I can use commas, brackets, ellipses and dashes. I can use hyphens, semi-colons and colons.  GDS I can use brackets, dashes and commas for parenthesis. I can use a range of punctuation . , ' ! ? ( ) - : ; “ ”	Mock SATs Inferring character through speech (extended dialogue) to link with RPS
Week 2				
Week 3				
Week 4	Rock Paper Scissors	Fiction: Extended narrative	Speech  GDS I can interweave dialogue and description. I can use a range of punctuation . , ' ! ? ( ) - : ; “ ”	Setting descriptions <i>Discuss and evaluate how authors use language...</i>
Week 5				
Week 6				
Spring Term 2				

Week 7	RPS			SATs Practice
Week 8	Natural Disasters: Pompeii	Fiction: Historical fiction retelling GDS: 2 <sup>nd</sup> person recount, diary, letter	AfL based on writing done so far	
Week 9				
Week 10	Modern Greece	Non-Fiction: Persuasive text		
Week 12				
Week 13				

Summer Term 1				
Week	Stimulus (book/topic/ current event)	Fiction/Non-fiction unit	Toolkit features	Guided Reading links
Week 1	Holes (Book Link)	Fiction: Kissin' Kate Barlow retelling	Writing moderation used to decide which toolkit features to teach.	SATs Revision
Week 2				
Week 3		GDS Retelling from two perspectives		
Week 4				
Week 5		Non-Fiction Non-chronological (yellow spotted lizard) Instructional writing		
Week 6				
Summer Term 2				
Week 6	Reports	Script writing		

Week 7	Shakespeare (performance – Shakespeare rocks) (Book link – The Whisperer)	Poetry Performance		
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				

### **ARE toolkit**

**I can use a wide range of conjunctions for compound and complex sentences.**

**I can extend my So3 using a subordinating conjunction.**

**I can check for spelling and punctuation errors.**

**I can use adverbs and adverbial phrases effectively (including degrees of possibility).**

I can use modal verbs (might, should, will, must).

**I can use extended ISPACE VSO.**

**I can vary sentences in my writing.**

**I can use alliteration, similes, metaphors and personification for effect.**

I can use coathanger sentences and time connectives FATT for paragraphs.

**I can use commas, brackets, ellipses and dashes.**

**I can use hyphens, semi-colons and colons.**

**I can use, DinC, effectively starting with an ISPACE VSO**

### **GDS**

**I can use well-chosen conjunctions and prepositions.**

**I can extend my So3 using verbs, adjectives, adverbs.**

I can use brackets, dashes and commas for parenthesis.

I can use a dictionary to check for spelling errors.

I can use adverbs and adverbial phrases effectively (including degrees of possibility).

**I can use different VSOs.**

I can use tenses correctly changing them accurately when needed.

I can write vivid description using alliteration, similes, metaphors and personification for effect.

**I can interweave dialogue and description.**

**I can use a range of punctuation . , ‘ ! ? () - : ; “”**

I can start a complex sentence with a subordinate clause.

I can use extended complex sentences with ,DinC,

**I can vary my sentence type.**

I can use a thesaurus to improve my writing.

I can use WHAM correctly