





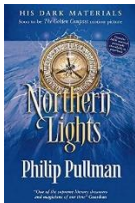
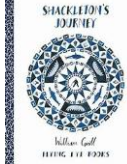
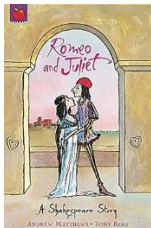

Year 6 – English Overview

Autumn Term	Autumn 1		Autumn 2		
Topic:	Maafa		Maafa		
Text Type:	Whole School Literacy Project	Fiction – historical link	Poetry (traditional and contemporary – free verse)	Fiction – narrative	Film Narrative
Text:		Freedom By Catherine Johnson 	The Caged Bird Sings by Maya Angelou We Refugees Poem by Benjamin Zephaniah 	The Island by Armin Greder 	World War Truce Sainsbury's advert 
Writing Outcomes:		<u>Diary entry</u> <u>Persuasive Letter</u> <u>Setting description – two contrasting ones</u> <u>Character description of a slave</u> <u>CST: Big Question Lesson (Dignity of the Human Person, Rights and Responsibilities, Family and Community)</u>	<u>Poetry to share a message</u> <u>CST: Big Question Lesson (Dignity of the Human Person, Rights and Responsibilities, Family and Community)</u>	<u>Formal letter of advice</u> <u>Persuasive speech</u> <u>Narrative sequel</u> <u>CST: Big Question Lesson (Dignity of the Human Person, Rights and Responsibilities, Family and Community)</u>	<u>Poetry</u> <u>Letter home</u> <u>Diary entry for both soldiers</u> <u>Inner monologue as soldier climbs over side</u> <u>CST: Big Question Lesson: (Dignity of the Human Person, Solidarity)</u> <u>Christmas cards to the British Legion / armed forces for those away from home.</u>
Grammar focus:	Ensure capital letters, full stops and paragraphs are used within writing with no prompts. SU1: Spell words with suffix -ible and -able, -cial and -tial, -ance and -ence. SU6: Begin to spell all words on the Y5 and Y6 spelling list this term. SU7: From now, ensure children are always using dictionaries to check spelling and meaning of words. SU8.1: Can write clearly, at speed and it is legible when joined. SU8.2: Know when to join my letters.	Use subordination and coordination to extend sentences (introduce Alan Peat sentences now) SU2: Spell words with suffixes beginning with vowel letters to words ending in -fer e.g. referee, refereed, etc. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text.	SU3: Draw on knowledge of morphology and etymology to spell words correctly with pattern 'ei'. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear. SU15: Evaluate and edit writing by reading aloud with suitable expression, appropriate volume and through dramatic presentation.	SU4: Draw on knowledge of morphology and etymology to spell words correctly with letter string 'ough.' SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU11: Plan stories similar to ones read.	SU5: Understand and correctly spell homophones and other words that are often confused e.g. affect / effect, practice/practise, should have/would have, was/were. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU12.1: Describe a setting including figurative language to develop scene.

Year 6 – English Overview

	<p>SU8.3: Can choose whether to use pen or pencil depending on the task.</p> <p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU18/19.1: Can use relative pronouns to link ideas e.g. using, who, which, when, etc</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	<p>SU10.3: Choose relevant information to guide reader. (discussion text)</p> <p>SU12.1: Describe a setting including figurative language to develop scene.</p> <p>SU12.2: Create interesting characters to engage reader.</p> <p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU19.3: Understand the term passive voice and use it in writing (have or had plus past tense)</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>		<p>SU12.1: Describe a setting including figurative language to develop scene.</p> <p>SU12.2: Create interesting characters to engage reader.</p> <p>SU12.3: Make characters interact by using speech.</p> <p>SU12.4: Use speech to move my story through action.</p> <p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU19.3: Understand the term passive voice and use it in writing (have or had plus past tense)</p> <p>SU20: Begin to use semi colons and colons.</p> <p>SU21.1/21.2.21.3: Use double inverted commas to show direct speech, a new line for each new speaker and punctuation inside inverted commas.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	<p>SU12.2: Create interesting characters to engage reader.</p> <p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU16: Use passive voice to affect presentation of information in a sentence (inner monologue)</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU19.3: Understand the term passive voice and use it in writing (have or had plus past tense)</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>
Length of unit:	3 weeks	4 weeks	1 week	4 weeks	2 weeks

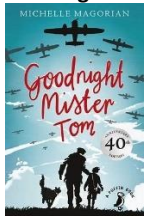
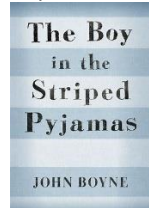

Year 6 – English Overview

Spring Term	Spring 1		Spring 2	
Topic:	Frozen Kingdom		Frozen Kingdom	
Text Type:	Narrative - Fiction	Real life hero – historical significance	Play script	Contemporary Fiction
Text:	<p>Northern Lights By Philip Pullman</p> 	<p>Shackleton's Journey by William Grill</p> 	<p>Romeo and Juliet by William Shakespeare</p> 	<p>Wonder by R.J. Palacio</p> 
Writing Outcomes:	<p><u>Conversation</u> <u>Setting description</u> <u>Character profiles e.g. social media</u> <u>Diary entries</u></p>	<p><u>Job advert</u> <u>Letter of application for job</u> <u>Newspaper report</u> <u>Setting description</u> <u>Interview/dialogue</u> <u>Information Text / Fact file of Shackleton's Journey</u> <u>CST: Big Question Lesson (Stewardship)</u></p>	<p><u>Stream of consciousness</u> <u>Persuasive speech as Romeo or Juliet</u> <u>Character profiles</u> <u>CST: Big Question Lesson (Rights and Responsibilities, Dignity of the Human Person, Family and Community.)</u></p>	<p><u>Blog – by a parent or child</u> <u>Diary entry (informal)</u> <u>Formal letter from August's Doctor</u> <u>View point from another character – link to other books in the set</u> <u>CST: Big Question Lesson (Dignity of the Human Person, Option for the Poor and Vulnerable, Rights and Responsibilities)</u></p>
Grammar focus:	<p>SU6: Continue to spell all words on the Y5 and Y6 spelling list this term. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU12.1: Describe a setting including figurative language to develop scene. SU12.2: Create interesting characters to engage reader. SU12.3: Make characters interact by using speech. SU12.4: Use speech to move my story through action.</p>	<p>Headings to structure writing. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU12.1: Describe a setting including figurative language to develop scene. SU12.2: Create interesting characters to engage reader. SU12.3: Make characters interact by using speech.</p>	<p>SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU12.1: Describe a setting including figurative language to develop scene. SU12.2: Create interesting characters to engage reader. SU13.1: Can draft my work to check for correct grammar and vocabulary.</p>	<p>SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU12.1: Describe a setting including figurative language to develop scene. SU12.2: Create interesting characters to engage reader. SU13.1: Can draft my work to check for correct grammar and vocabulary. SU13.2: Can use a thesaurus to help make language choices. SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p>

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	<p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU18/19.1: Can use relative pronouns to link ideas e.g. using, who, which, when, etc</p> <p>SU20: Use semi colons and colons.</p> <p>SU21.1/21.2.21.3: Use double inverted commas to show direct speech, a new line for each new speaker and punctuation inside inverted commas.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	<p>SU12.4: Use speech to move my story through action.</p> <p>SU13.1: Can draft my work to check for correct grammar and vocabulary.</p> <p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU21.1/21.2.21.3: Use double inverted commas to show direct speech, a new line for each new speaker and punctuation inside inverted commas.</p> <p>SU21.4: Use single inverted commas for quotations.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	<p>SU13.2: Can use a thesaurus to help make language choices.</p> <p>SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p> <p>SU15: Evaluate and edit writing by reading aloud with suitable expression, appropriate volume and through dramatic presentation.</p> <p>SU16: Use passive voice to affect presentation of information in a sentence (inner monologue)</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU19.3: Understand the term passive voice and use it in writing (have or had plus past tense)</p> <p>SU20: Use semi colons and colons.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	<p>SU16/19.2: Understand and use passive voice to affect presentation of information in a sentence (inner monologue)</p> <p>SU17: Use correct structure of informal or formal language.</p> <p>SU21.4: Use single inverted commas for quotations.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>
Length of unit:	4 weeks	2 weeks	3 weeks	3 weeks

Year 6 – English Overview

Summer Term	Summer 1 (short term)		Summer 2	
Topic:	Britain at War		Britain at War	
Text Type:	Narrative fiction	SATS	Narrative - fiction	Poetry (war)
Text:	<p>Goodnight Mr Tom by Michelle Magorian</p> 		<p>The Boy in the Striped Pyjamas by John Boyne</p> 	<p>Auschwitz by Charles N Whittaker Dulce et decorum est – Wilfrid Owen Flanders Field – John McCrae Who's for the game – Jessie Pope</p> 
Writing Outcomes:	<p><u>Narrative including dialogue - rewrite from another character's perspective</u> <u>Setting / character descriptions</u> <u>Letter persuading billeting officer so Willie can stay with Mister Tom.</u> <u>Leaflet on the process of evacuation</u> Instructions on how to survive an air raid. <u>Character profile</u></p>		<p><u>Diary entry with a historical context</u> <u>Newspaper article on a significant event during the events of the Holocaust.</u></p> <p>Flashback writing.</p>	<p><u>War poem</u></p> <p>Other: transition advice Leaflet for Y5 with information for being in Y6. Letter to their future selves.</p>
Grammar focus:	<p>Headings to structure non-fiction. SU6: Complete being able to spell all words on the Y5 and Y6 spelling list this term. SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU12.1: Describe a setting including figurative language to develop scene. SU12.2: Create interesting characters to engage reader. SU12.3: Make characters interact by using speech. SU12.4: Use speech to move my story through action. SU13.1: Can draft my work to check for correct grammar and vocabulary. SU13.2: Can use a thesaurus to help make language choices. SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear.</p>		<p>SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU13.1: Can draft my work to check for correct grammar and vocabulary. SU13.2: Can use a thesaurus to help make language choices. SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear. SU21.1/21.2.21.3: Use double inverted commas to show direct speech, a new</p>	<p>SU9.1: Can find and discuss common features in a text. SU9.2/9.3: Plan own writing to include features, which makes the writing clear to the reader. SU9.4: Can identify the purpose and choose a suitable audience. SU10.1: Link ideas across paragraphs (non-fiction) SU10.2: Use organisational features to help reader understand text. SU10.3: Choose relevant information to guide reader. (discussion text) SU13.1: Can draft my work to check for correct grammar and vocabulary. SU13.2: Can use a thesaurus to help make language choices. SU14.1/14.2: Evaluate and edit my own and others; writing, suggest improvements, check it makes sense and meaning is clear. SU15: Evaluate and edit writing by reading aloud with suitable expression, appropriate volume and through dramatic presentation. SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>

Year 6 – English Overview

	<p>SU16: Use passive voice to affect presentation of information in a sentence (inner monologue)</p> <p>SU20: Use semi colons and colons.</p> <p>SU21.1/21.2.21.3: Use double inverted commas to show direct speech, a new line for each new speaker and punctuation inside inverted commas.</p> <p>SU21.4: Use single inverted commas for quotations.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>		<p>line for each new speaker and punctuation inside inverted commas.</p> <p>SU21.4: Use single inverted commas for quotations.</p> <p>SU22.1: Use brackets, dashes or commas to indicate parenthesis and add additional information.</p>	
Length of unit:	4-5 weeks	1 week	4 weeks	2 weeks