

English Overview & Progression – Year 6

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Wings 5 Phase 3			
Year 6 20%-40% 5i (Autumn)	Text: Classic Extracts - Fiction (2 weeks) Links: History/Social History Reading Focus: Importance of social and historical context in historical texts.	Writing Focus: <ul style="list-style-type: none"> To add details including dialogue/write a new scene. Punctuating dialogue/recognise and use prepositions. 	Grammar and Punctuation <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses/ Example: It's raining; I'm fed up. Use of a colon to introduce a list and use of semi-colons within lists. Bullet points to list information. Hyphens (to avoid ambiguity) Example: man-eating shark and re-cover. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Example: find out-discover, ask for-request, go in- enter. How words are related by meaning as synonyms and antonyms. Example: big, large, little. Use of the passive to affect the presentation of information in a sentence.: Example: I broke the window in the greenhouse BECOMES The window in the greenhouse was broken. Informal speech structures in writing and speech. Example: He's your friend, isn't he?
	Text: The Firework Maker's Daughter - Fiction (3 weeks) Links: Science Reading Focus: Predict/summarise/comment on resolution/review ending,	Writing Focus: <ul style="list-style-type: none"> Rewrite elements/write book review/new ending. Verb choice/powerful paragraphs/meaningful sentences. 	
	Text: Fantastic Mr Dahl – Non-Fiction (1 week) Links: History Reading Focus: Comment on writer's viewpoint and the effect on the reader	Writing Focus: <ul style="list-style-type: none"> Write a short story in the style of Roald Dahl. Understand a range of ways to add imagination to writing. 	
	Text: How To Persuade People – Non-Fiction (2 weeks) Links: Geography and Politics Reading Focus: Identify features of persuasive writing and advertisements.	Writing Focus: <ul style="list-style-type: none"> Write persuasive letter/radio script to advertise a product. Write longer sentences that are correctly punctuated. 	
	Text: Poems to be performed - Poetry (2 weeks) Links: History Reading Focus: How/when/where texts are written/historical context.	Writing Focus: <ul style="list-style-type: none"> Write a poem as if it was written a long time ago. Recognise and use archaic language. 	
Year 6 Programme			
Year 6 41%-60% 5ii (Spring)	To identify question types and predict where to locate answers from text. To identify question types in non-fiction text and predict where to locate evidence for answers.	To identify the structure and language features of Personal Recounts through analysing and grading *examples of Personal Recounts, children will develop their own scoring system which they can use to judge their own recount writing.	
	<u>Non-Fiction</u>	<u>Non-Fiction</u>	

	To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.	To identify the main features of non-chronological reports. Through analysing and grading *examples of non-chronological reports children will develop general rules for NC report writing which they can use to form their own scoring system to judge their own writing.	<ul style="list-style-type: none"> Subjunctive Forms in Formal writing and speech. If I were or Were they to come... Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections such as adverbials. Layout devices. Examples: headings, sub-headings, columns, bullets or tables to structure text. <p>Spelling</p> <ul style="list-style-type: none"> The 'i before e except after c' rule applies to all words where the sound spelt by ei is i. Examples: deceive, conceive, receive, perceive, ceiling. Exceptions: protein, caffeine, seize. Words containing ough. Examples: ought, bought, thought, rough, tough, enough, Cough, though, although, dough, thorough, borough, plough, bough. Words with silent letters. Examples: doubt, island, lamb, solemn, thistle, knight. Homophones - Words that sound the same but have different spellings/meanings. Examples: advice/advise, device/devise, licence/license, practice/practise, father/farther, guessed/guest, precede/proceed.
	<p>Fiction To reinforce the skill of interpreting questions.</p> <p>Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p>	<p>Persuasive Essay To identify the main features of Persuasive Text. Through analysing and grading *examples of Persuasive text children will develop their own scoring system which they can use to judge their own Persuasive writing.</p>	
	<p>Discursive To reinforce the skill of interpreting questions and locating answers. Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p>	<p>Discursive To identify the main features of Discursive Text and compare them with the main features of Persuasive Text. Through analysing and grading *examples of discursive text children will develop their own scoring system which they can use to judge their own discursive writing.</p>	
	<p>Short Story (Fiction) To reinforce the skill of interpreting questions and locating answers. Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p>	<p>Short Story (Fiction) To identify the structure and features of Short Stories. Through analysing and grading *examples of Short Stories, children will develop their own scoring system which they can use to judge their own short story writing.</p>	
	Year 6 Programme		
Year 6 61%-80%+ 5iii (Summer)	<p>3rd Person Recount (Newspaper Reports) To identify the differences between Personal Recounts and Newspaper Recounts.</p>	<p>3rd Person Recount (Newspaper Reports) To identify the differences between Personal Recounts and Newspaper Recounts Prompt Interpretation - Children will practise identifying the genre being asked for by different writing prompts.</p>	
	<p>Non-Chronological Reports To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of non-chronological reports.</p>	<p>Non-Chronological Reports To review the main features of non-chronological reports.</p>	
	<p>Persuasive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of persuasive writing.</p>	<p>Persuasive To review the main features of persuasive writing.</p>	
	<p>Discursive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of discursive writing.</p>	<p>Discursive To review the main features of discursive writing</p>	
	<p>Traditional Stories To identify and analyse common weaknesses in</p>	<p>Traditional Stories To review the main features of traditional tales.</p>	

	Reading Comprehension test. To review the main features of traditional tales.		
	Poetry and Play Scripts To review the main features of a play script.	Poetry and Play Scripts To review the main features of a play script.	
Overall Coverage	Reading Coverage Statements for the year		Writing Coverage Statements for the year
	<p>Reading Coverage</p> <p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • 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: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; 	<p>Writing Milestones</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences and select language base on what they have read e.g. literary language, characterisation and structure. • Distinguish between language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this. • Write narrative that describe setting, characters and atmosphere. • Use dialogue to convey character and advance action. • Select vocabulary and grammatical structures appropriate to the genre. • Use devices to build cohesion. • Use the correct verb tense consistently within and across paragraphs. • Use the full range of punctuation taught at ks2. • Spell all words correctly from the y5/6 spelling list. 	

	<ul style="list-style-type: none">- 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 p 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.	
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