

English Overview and Progression Year 6

Year & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 6 Wings 5 Phase 3	Text: Classic Extract s- 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 & Punctuation <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent causes/ 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.
	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 	
	Text: Fields Of Glory – Non-Fiction (1 week) Links: History Reading Focus: To identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	Writing Focus: <ul style="list-style-type: none"> To write imaginative, interesting and thoughtful texts To construct paragraphs and use cohesion within and between paragraphs 	
Year 6	<p style="background-color: #800080; color: white; padding: 2px;">Year 6 programme</p> <p>- 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</p> <p>Non-Fiction - 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.</p> <p>Fiction - To reinforce the skill of interpreting questions</p> <p>Non-Fiction</p>	<p style="background-color: #800080; color: white; padding: 2px;">Year 6 programme</p> <p>- 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.</p> <p>Non-Fiction - To identify the main features of non-chronological reports - Through analysing and grading examples of non-chronological reports children will develop general rules for non-chronological report writing which they can use to form their own scoring system to judge their own writing.</p> <p>Persuasive Essay - To identify the main features of persuasive texts</p>	

	<p>- To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers</p> <p>Discursive - To reinforce the skill of interpreting questions and locating answers.</p> <p>Short Story (Fiction) To reinforce the skill of interpreting questions and locating answers.</p>	<p>- Through analysing and grading examples of persuasive texts children will develop their own scoring system which they can use to judge their own persuasive writing.</p> <p>Discursive - To identify the main features of discursive text and compare them with the main features of persuasive texts - Through analysing and grading examples of discursive texts children will develop their own scoring system which they can use to judge their own discursive writing</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>	<ul style="list-style-type: none"> • Informal speech structures in writing and speech. Example: He's your friend, isn't he? • 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>Year 6</p>	<p>Year 6 programme</p> <p>3rd Person Recount (Newspaper Reports) To identify the differences between Personal Recounts and Newspaper Recounts.</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>Persuasive To identify and analyse common weaknesses in Reading Comprehension test. 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>Traditional Stories To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of traditional tales.</p> <p>Poetry and Play Scripts To review the main features of a play script.</p>	<p>Year 6 programme</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 review the main features of non-chronological reports.</p> <p>Persuasive To review the main features of persuasive writing.</p> <p>Discursive To review the main features of discursive writing.</p> <p>Traditional Stories To review the main features of traditional tales.</p> <p>Poetry and Play Scripts To review the main features of a play script.</p>	<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.

	Year 6 Reading Milestones	Year 6 Writing Milestones
Overall Coverage	<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; - asking questions to improve their understanding; - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 	<p><u>Pupils will be taught to:</u></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

- 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.