

Stelling Minnis CE Primary School – English Overview			Year 6		Years A & B	
	Terms 1 & 2		Term 3 & Term 4		Term 5 & Term 6	
<b>Year A (Even Year Start)</b>  Texts and Writing Text Types	<b>Ancient Greece The Adventures of Odysseus</b> Text Types: Narrative	<b>Space Cosmic</b>  Text Type: Letter writing	<b>Crime and Punishment Holes</b> Text types: Information texts Persuasive writing	<b>The Americas Journey to the River Sea</b> Text Types: Narrative	<b>Stelling Minnis The Sheep Don't go to School</b> Text type Poetry	<b>Shakespeare Macbeth</b> Text type: Playscripts
<b>Year B (Odd Year Start)</b>  Texts and Writing Text Types	<b>World War I Stay where you are and then leave</b> Text type: Narrative Diary entries	<b>World War II Rose Blanche</b> Text type: Persuasive Explanation	<b>Ice Shackleton's Journey Ice Trap</b> Text type: Newspaper Report Narrative	<b>The Caribbean Tales of the Caribbean</b> Text type: Information Texts	<b>Chocolate The Chocolate Tree</b>  Text types: Letter writing Non-chronological reports	<b>London London Eye Mysteries</b>  Text Types: Poetry
<b>Spelling No Nonsense Spelling Scheme</b>	Words from statutory list Strategies at point of writing Have a go Words ending -able, - ably, -ible, -ibly Adding suffixes beginning with vowels to words ending in -fer SATS practice Proof reading in smaller chunks- sentences, paragraphs	Words from statutory list Homophones ce/se Strategies at point of writing personal lists Endings like -cious, tious Dictation Statutory words Revise this term	Words -ough Pair testing Strategies for words from statutory and personal lists Pair testing Words ending -cial, - tial Words ending -cial, - tial Proofreading someone else's work Generating words from prefixes Revise statutory words from this term	Strategies for words from statutory and personal lists, Homophones stationery/stationary, complement/compli ment dessert/desert principal/principle prophet/profit KS2 homophones Dictation Proof reading Statutory words Generating words from roots and prefixes	Rare gpcs from statutory list, Strategies from point of writing have a go Personal lists Statutory list Words ending in - ant, -ance, ancy Independent proof reading Root words and meaning	Spellings taught last term Words from statutory and personal lists Pair testing Words ending -ent, - ence, -ency Homophones Draught/draft dissent/descent, Precede/proceed Wary/weary Dictation Common misspelt homophones

<b>Grammar</b>	Children should be writing for a specific audience and purpose and all suitable devices should be employed to convey the author's intent.					
Dictate simple sentences by the teacher to rehearse spellings and punctuation taught throughout the year.	Revise: All sentence punctuation including speech Verbs and tense agreement Apostrophes Noun phrases Pronouns Punctuation for parenthesis Subordinate clauses <b>Continue:</b> <b>Word families</b> <b>Introduce:</b> <b>Possessive pronouns</b> <b>Semi-colons in sentences</b>	Revise: All sentence punctuation including speech Verbs and tense agreement Apostrophes Noun phrases Pronouns Punctuation for parenthesis Subordinate clauses <b>Continue:</b> <b>Word families</b> <b>Introduce:</b> <b>Possessive pronouns</b> <b>Semi-colons in sentences</b>	Revise: Statements/Questions Verbs including subject verb agreement Passive voice Relative clauses Speech punctuation Prefixes and suffixes <b>Continue:</b> <b>Word families</b>	Revise: Use of apostrophes and commas All sentence punctuation Range of sentences and sentence starters Word classes Relative/subordinate clauses <b>Continue:</b> <b>Word Families</b>	Continue to revise as necessary as a result of children's writing. <b>Continue:</b> <b>To edit and improve, particularly focusing on use of vocabulary and grammar to convey accurate meaning – craft sentences.</b>	Revise all new learning and address any personal issues. Check key objectives. Children should be writing for a specific audience and purpose and all suitable devices should be employed to convey the author's intent. The work should be edited and developed to use vocabulary and grammar for precision and cohesion
<b>Writing</b>	<b>Composition</b>  Choose the appropriate form and register for the audience and purpose of the writing Sustain and develop main ideas logically in narrative and non-narrative writing Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Assess the effectiveness of their own and others writing Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear Note and develop initial ideas drawing on reading and research if necessary. Use character, dialogue and action to advance events in narrative writing Distinguish between the language of speech and writing Proof-read for spelling and punctuation errors					

<b>Handwriting 5 and 6</b>	<p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>				
<b>Reading</b>	<p>We expect Y6 pupils to read with a high level of independence, including drawing their own inferences from challenging texts. They can recognise the passive voice. They can also talk about whose point of view is being projected within a text. Children learn to independently recognise different genres; they identify whether a text is formal or informal. They readily discuss their opinions and can make links between texts and genres</p> <p><i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading skills in Year 5</i></p>				
<b>Reading Progression</b>	<p><b>Word Reading</b></p> <p><b>Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</b> Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. <b>Read a wide range of exception words, including the year 5/6 list and similar words.</b></p>	<p><b>Fluency and Phrasing</b></p> <p><b>Read age-appropriate texts fluently and with confidence.</b> Read aloud and perform poems and plays, showing understanding through tone, intonation, volume so that the meaning is clear to the audience. Learn and recite a wider range of poetry, sometimes by heart. Notice and respond to punctuation and phrasing when reading aloud. Gain, maintain and monitor the interest of the reader. Automatically read a wide range of exception words including year 5/6 words and similar.</p>	<p><b>Literal Understanding and Retrieval</b></p> <p>Maintain focus on subject during text discussion and use notes to support this. Independently locate information and provide reasoned justifications for views. Routinely, find accurate quotations from a whole text. Retrieve and summarise details to support opinions and predictions. Use skimming and scanning and text-marking to support answers to questions which require analysis eg of mood, setting etc. and to support own viewpoint.</p>	<p><b>Inferential Reading Skills</b></p> <p>Make reasoned predictions from implied details. With confidence, fluency and independence, children draw hidden inferences, including quotations to illustrate. Identify and discuss themes in a range of writing ad across longer texts. Summarise main ideas across whole texts, note developments eg of a character or relationship. Make comparisons within and across texts, using evaluative skills. Work out nuanced meanings of words and phrases in context.</p>	<p><b>Response to Texts</b></p> <p>With confidence and familiarity, participate in discussion about books that are read to them and those they read independently building on their own and others' ideas and challenging others' ideas courteously. Discuss and evaluate how authors use language, talking about the effect of words and phrases on the reader. Identify and talk about figurative language and its impact. Distinguish between fact and opinion. Explain and discuss their understanding of what they have read, expressing their point of view.</p>

					Consider and evaluate how effectively texts are structured.
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