



Year 6 English Yearly Overview – Ellel St. John’s CofE Primary School

National curriculum- Reading	Topic (May or may not have links with English)	English Unit of work	Class novel
<p>Reading - word reading- <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Reading – comprehension- <i>Pupils should be taught to:</i> <i>maintain positive attitudes to reading and an understanding of what they read by:</i></p> <ul style="list-style-type: none"> 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 	Autumn 1 – War and Peace	<p>Narrative Fiction from our literary heritage. Comparison between texts, inference and prediction.</p> <p>Poetry Reading a range of poetry, learning poems and performing poems to an audience Use of language and author intent</p>	<p>Adventure – Letters from the Lighthouse - Emma Carroll</p> <p>History After the War – Auschwitz to Ambleside by Tom Palmer</p> <p>Poetry WW2 - poets – range of poetry from a Jewish perspective, soldiers perspective & a pilot</p>
	Autumn 2 – Inventors and inventions	<p>Narrative Books from other cultures Identifying themes and conventions across a wide range of writing.</p>	<p>Adventure – The Girl Who Stole an Elephant - Nizrana Farook</p> <p>Adventure – The Invention of Hugo Cabret – Brian Selznick</p>



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<ul style="list-style-type: none"> • 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 <p><i>understand what they read by:</i></p> <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 <i>their</i> 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 1 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 	<p>Spring 1 – Go with the flow!</p>	<p>Plays Looking at a play/fiction from our literary heritage. Making comparisons Identifying language style and structure. Use of language and intent</p> <p>Poetry Reading a range of poetry, learning poems and performing poems to an audience Use of language and author intent</p>	<p>Classic – The Tempest By William Shakespeare</p> <p>Poetry – Sea poets – The rime of the Ancient Mariner, I must go down to the sea, Morwenstowe, The sea</p>
	<p>Spring 2 – Lawless Lancaster</p>	<p>Narrative Summarise main ideas , making predictions and understanding motives. Discussing themes and conventions from a wide range of writing. Discuss other cultures and expectations</p>	<p>Mystery - The Secret Lake by Karen Inglis</p>



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<ul style="list-style-type: none"> 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 	Summer 1 – A ship called Hope	Other Cultures Reading books from other cultures. Autobiography SATs	Autobiography Windrush Child – Benjamin Zephaniah Freedom Bird – Jerdine Nolen
	Summer 2 – To build or not to build?	Other Cultures Reading books from other cultures. Autobiography	Autobiography Windrush Child – Benjamin Zephaniah Freedom Bird – Jerdine Nolen Boy in the back of the classroom by Onjali Q Rauf
National curriculum- Writing	Topic	English Unit of Work	
Writing – transcription – <i>Spelling - see English appendix 1</i> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] 	Autumn 1 – War and Peace	Read and analyse text from our literary heritage. Write diaries, short narratives, Read and write a range of WW2 poems from different perspectives.	Historical Fiction & Classical Texts Great Expectations by Charles Dickens Letters from the Lighthouse by Emma Carroll, mystery and information about WW2



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<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Writing – composition- <i>Pupils should be taught to:</i> <i>plan their writing by:</i></p>			<p>Poetry Elements of Spoken Language in Writing units</p>
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Autumn 2 Inventors and Inventions</p>	<p>Read and analyse text from other cultures. Write diaries, short narratives, alternative endings.</p>	<p>Adventure – The Girl Who Stole an Elephant - Nizrana Farook</p> <p>Adventure – The Invention of Hugo Cabret – Brian Selznick</p> <p>Elements of Spoken Language in Writing units</p>
	<p>Spring 1 Go with the flow!</p>	<p>Read a well-known play from our literary heritage. Compare a narrative version with an animated tale. Write letters using old English Write alternative endings Compare and contrast a novel with the film and play versions Write own scenes from a book and perform them Read and perform a wide range of sea poetry.</p>	<p>Classic text/play – The Tempest Letters, diary, alternative endings</p> <p>Sea Poetry – The Rime of the Ancient Mariner, I must go down to the sea again, Morwenstowe, The Sea.</p> <p>Elements of Spoken Language in Writing units</p>



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<ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Writing - vocabulary, grammar and punctuation- <i>Pupils should be taught to:</i> <i>develop their understanding of the concepts set out in English appendix 2 by:</i></p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence 	<p>Spring 2 Lawless Lancaster</p>	<p>Research mysteries, write mysteries</p> <p>How to write persuasively and discursively writing.</p> <p>Debating skills – written and oral - How to have a debate – write and hold a class debate</p>	<p>Mystery – The secret lake by Karen Inglis</p> <p>Mystery writing – Flannan Isle, Roads End</p> <p>Beginning of SATs preparation</p> <p>Elements of Spoken Language in Writing units</p>
	<p>Summer 1 A ship called Hope</p>	<p>SATs Stories from other cultures</p> <p>Read, compare and contrast different biographies and autobiographies.</p>	<p>SATs preparation – Reading, Grammar punctuation and spelling</p> <p>Autobiography Windrush Child – Benjamin Zephaniah Freedom Bird – Jerdine Nolen</p> <p>Elements of Spoken Language in Writing units</p>
	<p>Summer 2 To build or not to build</p>	<p>Read science fiction and identify elements</p> <p>Authorial techniques</p>	<p>Science Fiction</p> <p>Author techniques - Time shifts, Flashback, dilemma,</p> <p>Elements of Spoken Language in Writing units</p>



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<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 <p><i>indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 			
National curriculum- Spoken Language			
<p>Spoken language- <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary 			



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| | <ul style="list-style-type: none">• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play/improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication |
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