

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Shared Reading:</p> <p>(Type of text Fiction Non-Fiction Poetry)</p>	 <p>Goodnight Mr Tom by Michelle Magorian (Fiction)</p> <p>Extracts from various non-fiction texts used for reading skills and explanation writing.</p>	 <p>Suffragette, the battle for equality by David Roberts (Non-Fiction)</p> <p>Film: https://www.literacyshed.com/derby-day.html https://poets.org/poems-womens-suffrage-movement (Poetry)</p>	  <p>Street Child by Berlie Doherty (Fiction)</p> <p>Children in History - Victorians (Non-Fiction)</p>	 <p>Eye of the Wolf by Daniel Pennac (Fiction- Fantasy Adventure)</p>	  <p>Funky Chickens by Benjamin Zephaniah</p> <p>Courage in a poem Various authors (Poetry)</p> <p>https://www.teachingpacks.co.uk/guides/playscripts/ https://www.literacyshedplus.com/en-gb/browse/age-9-11/film-based-writing-units Playscript/film (Fiction)</p>	 <p>Holes by Louis Sachar (Fiction)</p> <p>Film</p>
<p>Reading focus/ NC Coverage:</p>	<ul style="list-style-type: none"> Skimming and Scanning Vocabulary - in context, meanings, author's choice Summarising Retrieval Inference 	<ul style="list-style-type: none"> Summarising skills Comparing and contrasting Asking questions Provide views and justifications 	<ul style="list-style-type: none"> Predicting Effect of language Distinguish between fact and opinion Comparing within and across books Identifying themes 	<ul style="list-style-type: none"> Evaluate Author's choice of language Inference Themes Revision of all skills 	<ul style="list-style-type: none"> Wide range of poetry Read and perform poems and plays Focus on audience 	<ul style="list-style-type: none"> Consolidate all key reading skills
<p>Curriculum links:</p>	History - World War 2	History - Made in Dagenham/Women's rights	History - Children in Victorian times	Geography - A study of Africa		Computing - creating a webpage/email writing Film
<p>English</p> <p>Writing genre:</p> <p>(Type of writing Fiction Non-Fiction Poetry)</p>	<ul style="list-style-type: none"> Diary writing (Recount) (Non-Fiction/Fictional) Descriptive writing - Setting x2 (Fiction) Explanation writing (Non-fiction) 	<ul style="list-style-type: none"> Newspaper report (Non-fiction) Biography (Non-fiction) Poetry 	<ul style="list-style-type: none"> Formal balanced argument (Non-fiction) (Fiction) Persuasive writing (Speech) (Non-Fiction) 	<ul style="list-style-type: none"> Character description within ... Narrative writing (Flashback) (Fiction) Non-chronological report (Non-Fiction) 	<ul style="list-style-type: none"> Debate https://noisyclassroom.com/debate-topics/ (Non-Fiction) Playscripts/film (Fiction) Poetry 	<ul style="list-style-type: none"> Narrative writing (Alternative story) (Fiction) Instructions (Non-fiction) Persuasive writing (leaflet) (Non-fiction) Informal/formal letters (Non-fiction)



2024 - 2025

Year 6 English Overview

<p>Writing focus/ NC Coverage:</p>	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of setting description • Features of an explanation text <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Time conjunctions • Direct speech • Figurative language • Co-ordinating and subordinate conjunctions • Show NOT tell • Cohesive strategies • Using a thesaurus for vocabulary choices 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a Newspaper report • Features of a biography • Writing and performing poetry <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Rhetorical questions • Summarising statements • Past tense • Third person pronouns • Passive voice • Repetition for effect • Effective headline - pun, rhyme, alliteration • 5Ws • Chronological ordering, time adverbials • Direct and reported speech • Formal language • Power of imagery • Language for effect • Descriptive techniques 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a balanced argument • Facts/opinions • Features of persuasion • Précis text <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Powerful adjectives for effect • Modal verbs • Rhetorical questions • Formal/technical language • Facts, statistics and opinions • Evidence to back up point of view • Persuasive / emotive vocabulary (MAFOREST) • Recognising vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms • Cohesion • Distinguish between the language of speech and writing - choose appropriate style • Apostrophes for contraction and possession 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a fantasy/adventure • Features of flashbacks • Flashback/twist ending • Features of non-chronological report <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Hooks for reader • Commas for all uses • Parenthesis - all kinds • Relative clauses/relative pronouns • Expanded noun phrases • Powerful adjectives/verbs/ adverbs for effect • Figurative language • Thesaurus - word choices • Dialogue - inverted commas • Synonyms for said • Vocabulary to create atmosphere • Bullet points - colons/Semi-colons • Technical vocabulary • Summarising and succinct • Show NOT tell • Techniques to extend sentences 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of a debate • Features of playscripts • Layout • Writing and performing poetry <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • Power of imagery • Language for effect • Descriptive techniques • Reported and direct speech • Speech punctuation • Using colons/semi-colons or dashes to mark boundaries between independent clauses • Passive/active voice • Stage directions (brackets) • Colons 	<p>All writing composition where appropriate</p> <ul style="list-style-type: none"> • Features of instructions • Features of leaflets • Features of letters <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> • First person • Past/ present tense • Chronological order/ sequencing • Time adverbials / conjunctions • Imperative verbs • Alliteration, Onomatopoeia, Personification • Passive/active verbs/voice • ALL skills learnt through primary/ fill in gaps with class in mind
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