

Year 6 Key Stage 2 English Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	How are lives saved?	How does light help us see?	Who were the greater engineers, the ancient Britons or the Victorians?	Are we fully evolved? Linnaeus vs Darwin.	How do we all live together?	Where does our food come from? How big is your footprint?
Writing NC	<p>Identify the audience and purpose for writing <i>Select the appropriate form, grammatical structures and authorial voice to suit audience and purpose</i> Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. link to quality text or modelled text and Year 5/6 word list Develop settings and atmosphere in detail e.g. dedicate paragraphs to building the setting/atmosphere, link atmosphere to figurative device such as metaphor or repetition. Link atmosphere to known influences such as the weather - storm = danger rain = sadness Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. short sentences for tension, complex sentences for to build a scene Use an effective range of sentence structures, including sentences with multiple clauses e.g. embedded/relative/fronted/end used to create character, build atmosphere, create a setting, add relevant factual details – secure commas for clauses Use expanded noun phrases across writing to convey complicated information concisely e.g. expand using prepositions, adverbs (very/nearly/almost/extremely), expand before the noun and after Use the perfect form of verbs to mark relationships of time and cause e.g. this had been happening since ...and would continue to happen Control the use of inverted commas for direct speech, reported speech and quotations e.g. all speech punctuation accurate and placed correctly within a paragraph to communicate character, plot or setting Punctuate bullet points consistently e.g. when appropriate to the text type Use a colon to introduce a list and semi colons within a list e.g. within instructions/a list within a sentence - The man had the following features: a small wrinkled nose; rose pink cheeks; piercing blue eyes that appeared to follow you wherever you went; small flabby ears. Revisit internal punctuation.</p> <p>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 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 (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, 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.</p>	<p>Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread) Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts. Use to describe character or setting Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations Use the passive voice deliberately e.g. for tension formal writing – the key had been taken from the draw/the man is being held for questioning – revisit verb forms (past/present/progressive/perfect) Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense Use semi colons, colons or dashes to mark boundaries between independent clauses accurately e.g. semi colons as an unspoken connective/ dashes for parenthesis/colons to separate clauses - The town was peaceful: the menace would not come again tonight (description : detail) Use hyphens to avoid ambiguity</p>	<p>Perform compositions, using appropriate intonation, volume and movement, adapt as necessary to engage the audience Write more sophisticated poetry and experiment with different forms Manipulate and control the use of narrative language features e.g. adverbial, prepositional, noun phrases, power of 3, figurative devices, sentence lengths for tension/exploration, perfect forms, standard and non-standard English Manipulate and control the use of non fiction language features e.g. verb forms, genre specific, precise adverbial, prepositional, noun phrases, parenthesis, standard and non-standard English Control and maintain more complex plots e.g. write alternative endings, prequels/sequels, write beginning/middle/end stories with paragraphs containing detail on character or setting or tension between characters Can spell all of the year 5/6 common exception words and homophones e.g. include editing evidence Can spell words using all of the year 5/6 prefixes and suffixes e.g. include editing evidence Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus</p>	SATS		
Word NC	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>					
Sentence NC	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p>					

	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>				
Text NC	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>				
Punctuation NC	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>it's raining; I'm fed up</i>).</p> <p>Use of a colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark, man-eating shark, recover vs re-cover</i>).</p>				
Composition NC	<p>Plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors.</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>				
Spelling NC	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p>				
NC Appendix 1	<p>Endings which sound like /jəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p>Endings which sound like /jəl official, special, artificial, partial, confidential, essential</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p> <p>Words ending in –able, –ible, –ably, ibly. adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p>				

	<p>dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p> <p>Use of the hyphen co-ordinate, re-enter, co-operate, co-own</p> <p>Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling</p> <p>Words containing the letter-string ough ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through, thorough, borough, plough, bough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who’s: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>				
Terminology	<p>RECAP of Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>RECAP of Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p> <p>RECAP of Y3: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks – refer to both’).</p> <p>Recap Y4: determiner, pronoun, possessive pronouns, adverbial.</p> <p>Recap Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>New Y6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	New Y6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	New Y6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	New Y6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	New Y6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
Handwriting NC	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task				
Handwriting Penpals					
Key Text	Fiction: Non Fiction: Survivors (Recount)	Fiction: The Viewer – Shaun Tan (suspense fiction) Fiction: The Piano – Literacy Shed (Flashback) Non-Fiction: Grammarsaurus Persuasive Letters.	Fiction: Wolf Boy – Rob Lloyd Jones (Detective Fiction). Fiction: Son of the Circus, A Victorian Story Non Fiction: DK Eyewitness The Victorians (Explanation Text)	Fiction: The Nowhere Emporium – Ross McKenzie (Adventure) Non Fiction: Pandora – Literacy Shed (Non-Chronological Report) Non Fiction: Hidden Planet: A Love Letter to Planet Earth – Ben Rothery	Fiction: Francis – Literacy Shed (Horror Visual Text) Non-Fiction:
Fiction	Fiction Recount	Narrative Suspense Fiction Setting Description Character Description Diary Entry as Tristan	Detective Fiction Character Description Dialogue Wanted poster	The Nowhere Emporium - Adventure	1 st Person Recount (tense shifts)
Non Fiction	Explanation Text Survival Guide	Light Explanation Text Persuasive Letter to Father Christmas	Biography Balanced Argument	Non Chronological Report on Pandora	Formal Letter to Govt/ Bristol City Council Environment
Poetry	National Poetry Day	Remembrance Poetry / Shape Poetry MAPOS (metaphor, alliteration, personification, onomatopoeia, simile) Assonance/Sibilance	Reverse Poetry	Narrative Poem – The Highwayman – A. Noyes	Blank Verse Narrative Classic Poetry

Word Reading	Apply knowledge of root words, prefixes and suffixes to read and understand new words. See English Appendix 1 NC					
<p>Comprehension NC</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Understand what they read by:</p>	<p>Read and discuss a wide range of fiction, non-fiction, reference books and textbooks</p> <p>Read for a range of purposes</p> <p>Modern fiction</p> <p>Identify and discuss themes and conventions</p> <p>Discuss and evaluate figurative language and its impact</p> <p>Ask questions to improve understanding</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and Reading for a range of purposes</p> <p>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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books</p> <p>learning a wider range of poetry by heart.</p> <p>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> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>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.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>	<p>Read and discuss a wide range of poetry and plays</p> <p>Books from other cultures</p> <p>Reasoned justifications</p> <p>Fiction from our literary heritage</p> <p>Draw inferences and justify with evidence</p> <p>Distinguish between fact and opinion</p>	<p>Recommend books to peers, giving reasons</p> <p>Summarise main ideas</p> <p>Read, record and present information from non-fiction</p> <p>Read books structured in different ways</p>			<p>Prepare poetry and plays to read aloud and perform</p> <p>Explain and discuss understanding through formal presentations and debates</p> <p>Learn a wider range of poetry by heart</p> <p>Participate in discussion, challenging views courteously</p>
V.I.P.E.R.S	Retrieval	Inference	Vocabulary	Predict	Explain	Summarise
Guided Reading						
Oracy	<p>I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</p> <p>I ask questions to develop ideas and take account of others' views.</p> <p>I explain ideas and opinions giving reasons and evidence.</p> <p>I take an active part in discussions and can take on different roles.</p> <p>I listen to, and consider the opinions of, others in discussions.</p> <p>I make contributions to discussions, evaluating others' ideas and respond to them.</p> <p>I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</p> <p>I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>			<p>I sustain and argue a point of view in a debate, using the formal language of persuasion.</p> <p>I express possibilities using hypothetical and speculative language.</p> <p>I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.</p>		
Class Readers						