

# Year 6 English Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	What Impact did the Anglo Saxons have? Black History Month- Martin Luther King	Where does all our stuff come from? (IPC unit) (recycling/sustainability)	How will our world look in the future?	Paintings, Pictures and Photographs	<b>SATS REVISION</b>	Events/Goals and Aspirations
<b>Core Book</b>	Beowulf – Michael Morpurgo I Have a Dream – Margaret Davidson	Newspapers/magazine articles Highwayman – Alfred Noyes	Way Home- Libby Hathorn CPG Science books	Rose Blanche – Ian McEwan	<b>SATS REVISION</b> The Spider and the Fly – Tony Di Terlizzi	The Man Who Walked Between the Two Towers – Mordicai Gerstein
<b>Text Type/ Genre</b>	FICTION  NON - FICTION	NON – FICTION  POETRY  PLAYSCRIPTS	FICTION  NON – FICTION	FICTION  NON – FICTION  POETRY	<b>SATS REVISION</b>  NON-FICTION	FICTION  NON - FICTION
<b>Grammar, Punctuation and Spelling</b>  <b>Must link to text type</b>	<p><b>SPELLING:</b> Use further prefixes and suffixes and understand the guidance for adding them Spell ‘ough’ words Continue to distinguish between homophones and other words which are often confused. The sh sound spelt ‘ti’ or ‘ci’ Tricky words – words that need to be learnt specifically</p> <p><b>GRAMMAR and PUNCTUATION:</b> Indicate grammatical and other features by using inverted commas correctly and consistently.</p> <p>Use grammatical terminology for Year 6 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 on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>Indicate grammatical and other features by punctuating bullet points consistently.</p>	<p><b>SPELLING:</b> The sh sound spelt ‘si’ or ‘ssi’ Silent letters The spellings ei and ie Hyphens Words ending in –ible and –able Plural nouns Continue to distinguish between homophones and other words which are often confused.</p> <p><b>GRAMMAR and PUNCTUATION:</b> Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Indicate grammatical and other features by using hyphens to avoid ambiguity.</p> <p>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p><b>SPELLING:</b> Revision of spelling rules Revision of Y5/6 word list Revision of converting nouns or adjectives into verbs by adding suffixes <b>Revision of spelling:</b> Antonyms Synonyms Conjunctions Connectives Relative pronouns</p> <p><b>GRAMMAR and PUNCTUATION:</b> Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p> <p>Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-</p>	<p><b>SPELLING:</b> Revision of spelling rules Revision of Y5/6 word list Revision of converting nouns or adjectives into verbs by adding suffixes <b>Revision of spelling:</b> Possessive pronouns Collective nouns Modal verbs Abstract nouns Imperative verbs</p> <p><b>GRAMMAR and PUNCTUATION:</b> Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large and little]. Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p><b>SATS REVISION</b></p> <p><b>SPELLING:</b> Revision of spelling rules Revision of Y5/6 word list Revision of converting nouns or adjectives into verbs by adding suffixes</p> <p><b>GRAMMAR and PUNCTUATION:</b> Indicate grammatical and other features by using hyphens to avoid ambiguity. Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large and little].</p>	<p><b>SPELLING:</b>Revision of spelling rules and word lists</p> <p><b>GRAMMAR and PUNCTUATION:</b> Use grammatical terminology for Year 6 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 on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>Indicate grammatical and other features by using inverted commas correctly and consistently.</p>

# Year 6 English Overview

	<p>SENTENCE/GRAMMAR LESSONS:  subject and object of the sentence  pronouns-relative and possessive  past tense  present tense  future tense  modal(auxillary)verbs  improving simple sentences AA  Fronted adverbials  Expanded noun phrases  Determiners  Compound sentences  Complex sentences  Relative clauses  Inverted commas</p>	<p>SENTENCE/GRAMMAR LESSONS:  Semi colons  Colons  Dashes  Imperatives  Bullet points  Personification  Metaphors  Alliteration  Similies  Layout devices  ellipses</p>	<p>headings, columns, bullets, or tables, to structure text].</p> <p>Indicate grammatical and other features by using a colon to introduce a list.</p> <p>SENTENCE/GRAMMAR LESSONS:  Informal/formal language  Passive and active  Rhetorical questions  Combining complex and compound clauses  Relative clauses to create complex sentences  Layout devices</p>	<p>Indicate grammatical and other features by using a colon to introduce a list.</p> <p>Indicate grammatical and other features by punctuating bullet points consistently.</p> <p>SENTENCE/GRAMMAR LESSONS:  Repetition for effect  Figurative language eg metaphors  Semi colons  Colons  dashes  Informal/formal language  Passive and active  Relative clauses to create complex sentences  Combining complex and compound clauses</p>	<p>SENTENCE/GRAMMAR LESSONS:  Revision of previously taught lessons</p>	
<p><b>Writing Opportunities</b></p>	<p>Narrative:  Suspense story  Warning story – inverted commas practice  Adventure story</p> <p>Recounts:  autobiography Of MLK  Newspaper report on the marches, MLK events  Describe person from a different perspective eg police description, school report (MLK)  Prepare a CV in role as character eg Beowulf  Letters  Diary entries  Film review (The Help, MLK DVD, Hairspray)</p>	<p>Reports:  Non – chronological report on recycling/sustainability  Information leaflet - recycling  Instructions - recycling  Poetry – based on the Highwayman and using Ottava Rima style  - Iambic Pentameter  Fiction: Character description of Bess, Tim, Highwayman  Diary entries of Bess/Tim  Playscript – character descriptions  Setting descriptions  Dialogue between characters (speech bubbles)</p>	<p>Explanation (science topic)  Letters:  Complaint – to council  persuasive – to council/homeless)  Persuasive – from Shane’s mum  News report  Factual reports – local area amenities  Police reports  ‘missing posters’ for cat  Discussion/argument writing:  ‘Should Shane return home?’  ‘Should mobile phones be allowed in school?’  ‘Do gangs give you a sense of belonging?’ (class debates)  POETRY – ‘Who is Shane?’</p>	<p>Explanation (science topic)  Diary entry x3 diary entries as one character eg mayor, RB, soldier  Discussion/argument ‘should RB have gone back to the concentration camp one last time?’  Character/setting description (links to topic theme)  Poetry</p>	<p>Recount:  Obituary of a fly</p> <p>Report:  Factual report on spiders</p>	<p>Narrative:  – character’s point of view eg member of crowd/Phillipe</p> <p>Recount: biography of Philippe Petit  Different perspective - school report or police description  Discussion – Was Phillippe brave or foolish?</p>
<p><b>Final Pieces</b></p>	<p>Suspense story  Warning story  Adventure story</p> <p>Autobiography on MLK  Complaint letter  News report  Police description</p>	<p>Non – chronological report on recycling/sustainability  Information leaflet - recycling  Poems Ottava Rima style  - Iambic Pentameter  Playscripts: Based on Highwayman poem  Based on Christmas narrative</p>	<p>Letter  News report  Poster  Factual report  Argument (2)  Explanation (science)  (Poetry)</p>	<p>Explanation (science)  Diary entry  Character description  Setting description  Argument  Poetry – free verse</p>	<p>Recount  Report</p>	<p>Narrative  Recount  discussion</p>