

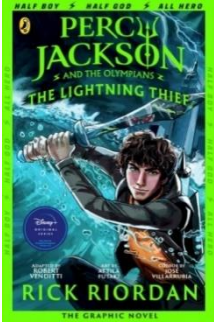


English Overview - Year 6

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
CORE TEXT(s) or FILM PIECE	<p>Oliver Twist – Charles Dickens</p> 	<p>Beyond the Lines – Short Film</p> 	<p>Percy Jackson and the Lightning Thief – Rick Riordan</p> 
NARRATIVE			
NARRATIVE – unit and skills	<p><u>Writing skills:</u> Spell words from the Year 6 list</p> <p>Understand the different ways to use parenthesis with commas, brackets and dashes</p> <p>Identify and use semi-colons to mark the boundary between independent clauses</p>	<p><u>Writing skills:</u> Spell words from the Year 6 list</p> <p>Apply knowledge of synonyms</p> <p>Recap word classes</p> <p>Understand relative clauses</p>	<p><u>Writing skills:</u> Spell words from the Year 6 list</p> <p>Recap full KS2 punctuation</p> <p>Recap KS2 grammar</p> <p>Reflect upon the effectiveness of writing in</p>

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	<p>Investigate and collect a range of synonyms and antonyms</p> <p>Use colons and semi-colons correctly</p> <p>Recognise and use hyphenated words</p> <p>Punctuate speech correctly</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>Describe settings, characters and atmosphere</p> <p>Maintain legibility in joined handwriting</p> <p>Use devices to build cohesion between sentences and paragraphs</p> <p>Select the appropriate structure, vocabulary and grammar needed for the audience and purpose of a text</p>	<p>Identify the subject and object of a sentence</p> <p>Explore and investigate active and passive</p> <p>Use both formal and informal speech in writing</p> <p>Explore and use subjunctive forms</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action</p> <p>Use active and passive voice to achieve intended effects</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</p> <p>Proofread for grammatical, spelling and punctuation errors</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Use ellipsis for omission and effect</p>	<p>relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</p> <p>Proofread for grammatical, spelling and punctuation errors</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Using passive verbs to affect how information is presented</p> <p>Maintain legibility in joined handwriting</p> <p>Use descriptive language to create imagery</p>
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	<p>Understand how to use question marks including for rhetorical questioning and recap use of exclamations</p> <p>Consciously control the use of different sentence types and structures for effect</p>	<p>Using contracted forms in dialogues in narrative</p> <p>Maintain legibility in joined handwriting</p> <p>Recap full KS2 punctuation</p>	
Scaffolded Purpose	<p>Purpose:</p> <p>Character description of Fagin</p>	<p>Purpose:</p> <p>To write a short descriptive account of what it may have been like to be a D-day soldier</p>	<p>Purpose:</p> <p>To story map a chapter and write a descriptive narrative</p> <p>To write a setting description of 'The Lotus Casino'</p> <p>To write an alternate ending to the novel where the character of Gabe reveals himself as the titan Kronos.</p>
Independent Purpose and Audience	<p>Purpose:</p> <p>Character description of Bill Sikes</p> <p>Audience:</p> <p>Classroom peers</p>	<p>Purpose:</p> <p>First person narrative describing events in 'Beyond the lines' in detail from a personal perspective.</p> <p>Audience:</p> <p>Read to another KS2 class.</p>	<p>Purpose:</p> <p>To story map an interesting scene and create a descriptive narrative on the action</p> <p>To write a setting description of our own 'Perfect Trap'</p> <p>To write our own alternate ending to the story</p> <p>Audience:</p> <p>Share with Reception class seeds.</p>

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<p><u>Narrative</u> Weekly short independent writing opportunities within the unit</p>	<p>Setting description of Victorian London</p> <p>Opinion of the character Nancy using taught writing features</p> <p>Understanding contrasting themes – comparing Fagin’s hideout to Mr Brownlow’s house.</p> <p>Diary entry update towards the end of the story from Oliver’s perspective.</p> <p>To write an alternate ending to the story.</p>	<p>Find and sort related vocabulary into word classes. Add descriptive vocabulary for effect.</p> <p>Children will write each section of their independent write as they watch the animation over several weeks then put their narrative together in a final long write which will be edited and improved independently.</p>	<p>Describe the feelings of the main character</p> <p>Draw and label with description the character of the Minotaur</p> <p>Create a comic strip to depict the events in the story</p> <p>Write a text message to a character at a key point in the story</p> <p>Create an emotions map with descriptive adjectives</p> <p>To reflect on how the prophecy in the story comes true</p>
<p><u>Non-fiction</u></p>			
<p><u>Non-fiction</u> Unit and skills</p>	<p><u>Writing skills:</u> Spell words from the Year 6 list</p> <p>Understand the different ways to use parenthesis with commas, brackets and dashes</p>	<p><u>Writing skills:</u> Spell words from the Year 6 list.</p> <p>Recap word classes.</p> <p>Understand relative clauses.</p>	<p><u>Writing skills:</u> Spell words from the Year 6 list</p> <p>Punctuate bullet points consistently</p> <p>Recap full KS2 punctuation</p>

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	<p>Identify and use semi-colons to mark the boundary between independent clauses</p> <p>Investigate and collect a range of synonyms and antonyms</p> <p>Use colons and semi-colons correctly</p> <p>Recognise and use hyphenated words</p> <p>Punctuate speech correctly</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>Describe settings, characters and atmosphere</p> <p>Using modal verbs to suggest degrees of possibility</p> <p>Maintain legibility in joined handwriting</p> <p>Use devices to build cohesion between sentences and paragraphs</p>	<p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive.</p> <p>Use active and passive voice to achieve intended effects.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>Maintain legibility in joined handwriting</p> <p>Recap full KS2 punctuation</p>	<p>Recap KS2 grammar</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</p> <p>Proofread for grammatical, spelling and punctuation errors</p> <p>Using passive verbs to affect how information is presented</p> <p>Maintain legibility in joined handwriting</p> <p>Use modal verbs correctly</p> <p>Recap full KS2 punctuation</p>
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	<p>Select the appropriate structure, vocabulary and grammar needed for the audience and purpose of a text</p> <p>Understand how to use question marks including for rhetorical questioning and recap use of exclamations</p> <p>Consciously control the use of different Sentence types and structures for effect</p>		
Scaffolded Purpose	<p>Purpose: Diary entry from Mr Bumble’s perspective</p> <p>Newspaper article about Oliver being accused of theft</p> <p>Balanced argument – Should Nancy tell the police about Fagin, Bill and the pick-pocket boys?</p>	<p>Purpose: To write about the context of ‘Beyond the Lines’</p>	<p>Purpose: Write a persuasive letter in character as Percy Jackson</p> <p>Write a non-chronological report about a Greek God</p> <p>Write an instruction text on how to train the three-headed dog in the novel.</p>
Independent Purpose and Audience	<p>Purpose: Diary entry from Oliver’s perspective</p> <p>Newspaper article changing the events of the story</p> <p>Balanced argument – should Fagin start a fresh and make an honest living?</p>	<p>Purpose: To create a fact file about D-Day</p> <p>Audience: Mr Egan – History Lead</p>	<p>Purpose: Write a persuasive letter on a topic of their choice to Mrs Wolstenholme</p> <p>Write a non-chronological report about Percy Jackson</p>

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	<p>Audience: Parents at stay and learn</p>		<p>Write an instruction text on how to train our own beast (from the Jabberwocky unit)</p> <p>Audience: Mrs Wolstenholme</p>
<p>Non-Fiction Weekly short independent writing opportunities within the unit</p>	<p>Analysing an extract to create a glossary of archaic words used in the text.</p> <p>To make predictions about the story.</p> <p>To write a book review.</p>	<p>To use comprehension skills to predict the end of a story</p> <p>To evaluate the ending of Beyond the Lines</p>	<p>Write what we learn from the blurb of the book</p> <p>Note the similarities and differences between Oliver Twist and Percy Jackson</p> <p>Complete active listening sheets on chapters from the book noting events in chronological order</p> <p>Reflect on the end of the novel and predict what may be to come in 'Sea of Monsters'</p> <p>Write a book review</p>
Poetry			
<p>Poetry Unit and skills</p>	<p>The Jabberwocky by Lewis Carroll – Nonsense Poetry</p> <p>Maintain legibility in joined handwriting Understand the features of this poetry type and its rhyme scheme To understand the context of the poem</p>	<p>WW2 - Tanka Poems</p> <p>Maintain legibility in joined handwriting Understand the features of this poetry type and its rhyme scheme To understand use of rhythm</p>	<p>The Raven by Edgar Allen Poe – Narrative Poetry</p> <p>Understand the features of this poetry type. Encourage and take account of audience engagement.</p>

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	<p>Use appropriate and effective intonation and volume</p> <p>Add gesture and movement to enhance meaning</p> <p>To recognise and use nouns, verbs, adjectives and adverbs correctly</p>	<p>To understand the context of the poem</p> <p>Use appropriate and effective intonation and volume.</p> <p>To use imagery to develop writing</p> <p>To include rhetorical questions</p>	<p>To listen to classic lyric and narrative poems being read aloud</p> <p>Identify poetic devices including onomatopoeia and to explain their effects</p> <p>To research the literary influences of classic poetry</p> <p>To identify devices that change the mood of a poem</p>
Scaffolded Purpose	<p>Purpose: Rewrite the Jabberwocky to enhance understanding.</p>	<p>Purpose: Analyse a WW2 Tanka Poem on Evacuee's</p>	<p>Purpose: To write a new stanza for the poem together</p>
Independent Purpose and Audience	<p>Purpose: To create our own narrative poem with our own beast.</p> <p>Audience: Perform to other teachers/ another class in school.</p>	<p>Purpose: Write their own WW2 inspired Tanka Poem.</p> <p>Audience: Record poetry performance for parents on Seesaw.</p>	<p>Purpose: To create their own additional stanza for the poem</p> <p>Audience: Perform to one another as a class adding all children's stanzas together to create a longer poem.</p>