

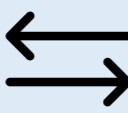




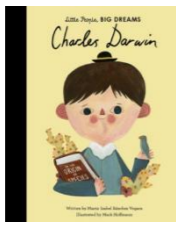

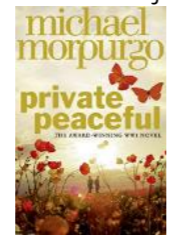



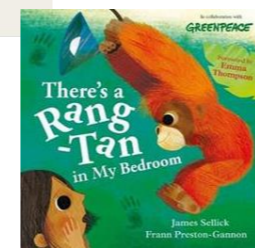


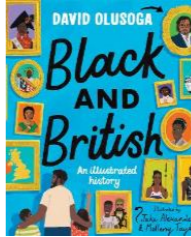
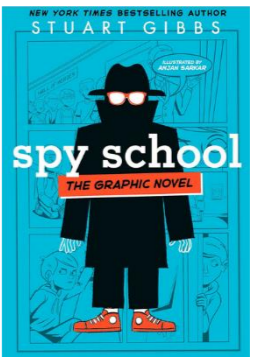



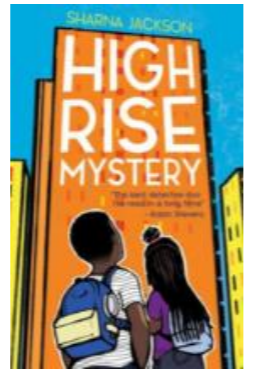



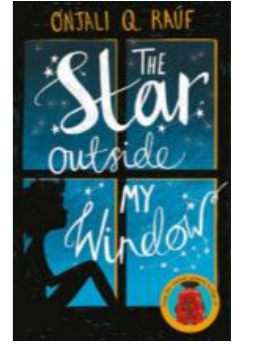




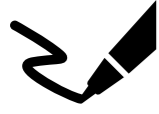


## Year 6 English Overview

Year 6 Whole School Theme	Autumn 1 Significance (REACH Values)	Autumn 2 Change and Continuity (History)	Spring 1 Sustainable Development (Eco)	Spring 2 Expressive Arts (Poetry)	Summer 1 Location and Place (Geography)	Summer 2 Awe and Wonder
						
<p>English lesson Text/visual stimulus</p>	 <p>Little People, Big Dreams: Charles Darwin (non-fiction)</p>  <p>The 1000 year old boy by Ross Welford (fiction)</p>	<p>Private Peaceful (Historical fiction)</p>  <p>Amongst the Poppies (Image)</p>  <p>The Christmas Truce – <a href="#">Sainsbury's Advert</a></p> 	 <p>No one is too small to make a difference by Greta Thunberg (non-fiction)</p>  <p><a href="#">There's a rang-tan in my bedroom</a> (picture book)</p>	<p><b>Take One Book Week</b></p>  <p>Macbeth (poetry)</p>	<p>Windrush Child by Benjamin Zephaniah (Historical fiction)</p>   <p>Black and British: An Illustrated History by David Olusoga (non-fiction)</p>	 <p>Spy School by Stuart Gibbs (graphic novel)</p>  <p>Alma (animation)</p>
<p>Story Time Spine</p> <p>Protective Characteristics</p> 	 <p>Disability</p>	 <p>Race</p>	 <p>Gender</p>	 <p>Sexual Orientation</p>	 <p>Religion or Belief</p>	 <p>Age</p>
<p>Writing Outcomes</p> <p><b>UKS2: Writing to entertain, inform, persuade or discuss.</b></p> 	<p><b>Writing to inform</b> – newspaper article about the fore that burned down Oak cottage</p> <p><b>Writing to discuss</b> – balanced argument to discuss whether Alfie should have told Sangeeta the truth about how old he was.</p> <p><b>Writing to entertain</b> – setting description linked to Charles Darwin's life</p>	<p><b>Writing to persuade</b> – persuasive speech aimed at encouraging young men to sign up as soldiers to take part in WWI</p> <p><b>Writing to entertain</b> – poetry</p> <p><b>Writing to entertain</b> – narrative</p>	<p><b>Writing to persuade</b> – formal letter to a company who uses palm oil</p> <p><b>Writing to inform</b> – explanation text – why is the Earth's temperature rising? / something linked to climate change</p>	<p><b>Writing to entertain</b> – setting description / character description</p> <p><b>Writing to inform</b> – newspaper article</p>	<p><b>Writing to entertain</b> – play script</p> <p><b>Writing to discuss</b> – balanced argument - Leaving Jamaica</p>	<p><b>Writing to entertain</b> – narrative (create a graphic novel)</p> <p><b>Writing to persuade</b> – estate agent advert for the shop (Alma) using persuasive language alongside descriptive language to make it sound appealing rather than eerie and strange</p>

<b>Reading focus</b>  	✓	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>		
		2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction		
		2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph		
		2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text		
		2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied		
		2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>		
		2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases		
		2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text		
<b>Opportunities for oracy</b>  	TBC	TBC	TBC	TBC	TBC	TBC	TBC			
<b>Grammar and Punctuation</b>  	<b>Text Structure</b>  Using a wider range of devices for <b>cohesion across paragraphs</b> (repetition of a word/phrase, use of linking adverbials, use of ellipsis).  <b>Layout devices</b> (headings, sub-headings, columns, tables) to structure text.		<b>Sentence construction</b>  <b>Passive and active voice.</b>  Sentence structures appropriate for formal/informal writing e.g. <b>subjunctive</b> and question tags.		<b>Word Structure/Language</b>  The difference between vocabulary used for <b>informal</b> speech and vocabulary used for <b>formal</b> speech and writing (eg find out and discover).  <b>Synonyms and antonyms.</b>		<b>Punctuation</b>  <b>Semi-colon, colon and dash</b> to mark boundary between independent clauses.  <b>Colons</b> to introduce list and <b>semi-colons</b> within a list.  <b>Bullet points</b> to list information.  <b>Hyphens</b> to avoid ambiguity.		<b>Terminology</b>  subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.	
<b>Spelling</b>  	Spelling Shed Stage 6 – lists 1 to 6	Spelling Shed Stage 6 – lists 7 to 12	Spelling Shed Stage 6 – lists 13 to 19	Spelling Shed Stage 6 – lists 20 to 26	Spelling Shed Stage 6 – 27 to 32	Spelling Shed Stage 6 – lists 33 to 36				