

## Year 6 – Termly Overview

Through our whole-class guided reading approach. Y6 children in all reading units will cover:	Through our Talk for Writing approach, Y6 children in all writing units will cover:	Through following the Spelling Shed scheme for spelling and the Letter join scheme for handwriting, children in year 6 will:
<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>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>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>listen and respond appropriately to adults and their peers</p>	<p>use dictionaries to check the spelling and meaning of words (as part of the editing process)</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (as part of the editing process)</p> <p>use a thesaurus (as part of the editing process)</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>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>precising longer passages</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 (as part of the editing process)</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <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>write legibly, fluently and with increasing speed</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>choosing the writing implement that is best suited for a task</p>

<p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>select and use appropriate registers for effective communication</p>	<p>proof-read for spelling and punctuation errors</p>	
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\*Year 5 objectives

### Unit coverage of skills - Y6 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Holes - Louis Sachar (modern fiction)</b></p> <p>Non-fiction - persuasive writing to send child to the camp 3-4 weeks</p>	<p><u>Rationale:</u>  Links to PSHE (relationships, including race interracial relationships)  Links with empathy value (children in detention, miscarriage of justice)  Interracial relationships</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>write legibly, fluently and with increasing speed</p> <p>selecting appropriate vocabulary, understanding how such choices can change and enhance meaning (focus upon emotive language eg. Plague to society)</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time (firstly, secondly, finally)</p>

		<p>discuss and evaluate how authors use language and considering the impact on the reader</p>	<p>Use of subjunctive forms (eg. If you <b>were</b> to send your child to this camp...)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (repetition of three eg. Plague to our streets. Plague to our society. Plague to our world)</p>
<p><b>Lambton Worm</b> (Northumberland), Lagarfljót Worm (Iceland), Minhocão (Brazil) - legends</p> <p>Fiction - Informal local legend 3-4 weeks</p>	<p><u>Rationale</u> Links to Geography (a detailed study of three different areas: Northumberland, Iceland and Brazil) Links with self-awareness value (knowing about their own area as well as about other cultures) Tales from other cultures and traditions, Literary Heritage</p>	<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>asking questions to improve their understanding</p> <p>discuss and evaluate how authors use language, considering the impact on the reader</p>	<p>write legibly, fluently and with increasing speed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (informal language to convey author's character and emotion)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (repetition of words and phrases)</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (comparing and contrasting different versions of the Lambton Worm and selecting appropriate words and phrases for effect)</p>
<u>Autumn 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Clockwork by Phillip Pullman</b> (fantasy)</p> <p>Fiction - Narrative (focusing on creating atmosphere and setting) 3-4 weeks</p>	<p><u>Rationale:</u> Links to PSHE (role models and values - discussions about the characters and whether they are role models with their values) Links with communication value (debating ethics and values of characters)</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>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>write legibly, fluently and with increasing speed</p> <p>in writing narratives, considering how authors have developed settings in what pupils have read and listened to</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (focus on adjectives to convey atmosphere eg. Sinister, haunting, isolated)</p> <p>in narratives describing settings (with focus on repetition for effect, sentence lengths eg. Short sentences for suspense and adjectives)</p>

			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase (eg. Use of and to begin sentences for effect)
<b>The Maya - Great Civilisations by Tracey Kelly</b>  Non-fiction - non-chronological report  2-3 weeks	<b>Rationale:</b> Links to History (The Maya Civilisation) Links to communication value (communicating understanding verbally and in written form) Understanding other cultures	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  identifying how language and structure and contribute to meaning  retrieve, record and present information from non-fiction	write legibly, fluently and with increasing speed  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (focus on formal language and subject-specific language eg. Society, cultures, norms)  using further organisational and presentational devices to structure text and to guide the reader (headings, subheadings, underlining and bulletpoints)  Use of the colon to introduce a list  Punctuation of bullet points to list information  using expanded noun phrases to convey complicated information concisely

### Unit coverage of skills - Y6 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<b>A World of Discovery by James Brown and Richard Platt</b>  Non-fiction - Explanation text about a scientific process  2-3 weeks	<b>Rationale:</b> Links to Science Links with excellence value (examining new discoveries and different scientists)	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	using further organisational and presentational devices to structure text and to guide the reader  using further organisational and presentational devices to structure text and to guide the reader (headings, subheadings, underlining for emphasis and diagram with annotations)

		<p>identifying how language, structure and presentation contribute to meaning</p> <p>retrieve, record and present information from non-fiction</p>	<p>Use of the passive to affect the presentation of information in a sentence (eg. Electricity is transported by the wires)</p> <p>Structures appropriate for formal speech and writing</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using the present perfect form of verbs to mark relationships of time and cause (eg. Have discovered, have observed)</p>
<p><b>Grimm Fairytales by Brothers Grimm (fairy tale, traditional story, books from other countries and traditions)</b></p> <p>Fiction - modern fairytale - focusing specifically on advancing the action and showing character through dialogue 2-3 weeks</p>	<p><u>Rationale:</u>  Links to English curriculum (fairytales, traditional stories, books from other countries and traditions)  Links with communication value (verbal and written retelling of stories)  Books from other traditions, Literary Heritage</p>	<p>asking questions to improve their understanding</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</p> <p>discuss and evaluate how authors use language considering the impact on the reader</p>	<p>in writing narratives, considering how authors have developed characters</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (noun phrases including prepositional phrases eg. The devious man with the gleam in his eye)</p> <p>How hyphens can be used to avoid ambiguity (compound adjectives to describe characters)</p> <p>in narratives describing characters and integrating dialogue to convey character and advance the action</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (repetition of words and phrases and use of ellipsis)</p>
<u>Spring 2 - 5 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Woodhorn Museum Archives - Coal mining recounts</b></p> <p>2 diary entries, 1 from the perspective of a miner, the other from the perspective of a mine owner</p>	<p><u>Rationale:</u>  Links to History (local area, coal mining, local heritage)  Links to self-awareness (knowing about local community and the history it was built upon)  Understanding local heritage</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (informal and formal language)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase (eg. In informal text use of 'Like I say')</p>

2-3 weeks		<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p>	<p>grammatical connections (eg. In formal text use of adverbials such as 'as a consequence' or 'on the other hand')</p> <p>Use of the passive to affect the presentation of information in a sentence (Eg. The mine carts were abandoned by the workers)</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>using the past perfect form of verbs to mark relationships of time and cause (eg. Had left, had discovered, had taken)</p>
<p><b>King of the Sky by Nicola Davies (Picture book)</b></p> <p>Non-fiction - first person recount 2-3 weeks</p>	<p><u>Rationale:</u>  Links to History (main character coal miner - heritage of Newcastle)  Links to empathy value (immigration and being new to an area)  Themes of immigration, themes of local area and finding common ground between the two</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>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (informal language to convey character and emotion of the author)</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>Use of the semi-colon to mark the boundary between independent clauses (I came to England; I was miserable)</p> <p>integrate dialogue in narratives to convey character (eg. Commenting on what has been said to the author)</p>

### Unit coverage of skills - Y6 - Summer term

<u>Summer 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
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<p>Themes and conventions unit: children to read and discuss the themes and conventions across a range of non-fiction, fiction and poetry</p> <p>2-3 weeks</p>	<p><u>Rationale:</u> Children will explore a range of fiction, non-fiction and poetry and discuss themes and conventions.</p>		
<p><b>Macbeth - Shakespeare (abridged version)</b></p> <p>First person formal letter</p> <p>2 weeks</p>	<p><u>Rationale:</u> Links with English (Literary Heritage, playscripts) Links with self-awareness value (understanding history and archaic texts) as well as communication value (communicating effectively in written form) Archaic language, Literary Heritage</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (formal language and emotive language)</p> <p>convey character of the author</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 (standard letter structure and presentation)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (He was murdered; I was distraught)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>
<u>Summer 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Can You See Me? By Libby Scott and Rebecca Westcott</b></p> <p>Fiction - Narrative about transition</p> <p>3-4 weeks</p>	<p><u>Rationale:</u> Links with PSHE and children transitioning to secondary school Links with self-awareness value (moving on to secondary school) and Empathy value (neurodivergent people) Neurodivergent main character</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>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (I saw the school; I was distraught)</p>



			integrate dialogue in narratives to convey character and advance the action
<p><b>Kid in my classroom by Rachel Rooney</b></p> <p>S&amp;L unit - Poetry - transition to new school</p> <p>1-2 weeks</p> <p>Play script - leavers' show</p>	<p><u>Rationale:</u></p> <p>Links with PSHE (transition to next school)</p> <p>Links with self-awareness value (looking inside one-self) and Teamwork value (working with others to create a final piece)</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>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>