

English

In Year 6, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> ◆ Narratives ◆ Descriptions (character/setting) ◆ Poetry ◆ Dialogue 	<ul style="list-style-type: none"> ◆ Recount/Diary ◆ Letter (formal and informal) ◆ Biography/autobiography ◆ Newspaper article ◆ Non-chronological report (explanation, information) <ul style="list-style-type: none"> • Instructions 	<ul style="list-style-type: none"> ◆ Advertisement ◆ Letter (informal) 	<ul style="list-style-type: none"> ◆ Balanced argument

And study the books/topics: Jurassic Park (book), Light House Keeper (Literacy Shed), Alma (Literacy Shed), Thousand Year Old Boy (book), Journey to the Centre of the Earth (book), War Horse (book), Over the Line (book), Christmas Carol (book), The Boy in the Tower (book), Mortal Engines (book), Sherlock Holmes (book), Holes (book), Beauty and the Beast (studying story from different cultures)

In addition to previous learning, pupils should learn to...

Reading

Writing

Transcription

**Speaking and
Listening**

<p><u>Reading Carousel</u> VIPERS <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p>CT INFERENCE TASK -VIPER skills -Speaking and Listening skills -Echo reading</p> <p>INDEPENDENT COMPHREHENSION x 2 -VIPER skills - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>ENJOY READING BOOK - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level) - VIPER skills when reading to LSA - Speaking/Discussion skills when reading to LSA</p> <p><u>Reading Comprehension Lesson (Tue)</u></p>	<p><u>Planning, Composing and Evaluating</u> (All objectives are covered on a weekly basis through the PJS 2-week book/topic based unit- See Appendix 1)</p> <p><u>Grammar</u> Revise and consolidate year 5 content and introduce the following: Conjunctions (full range, varying clause position for effect) All types of pronouns for cohesion .Range of verbs (e.g. modal, imperative and use range of prefixes and suffixes to affect verb meaning) Wide range of adverbial and prepositional phrases for effect, varying position within a sentence.</p>	<p><u>Handwriting and Presentation</u> Can write neatly and legibly, joining some of the time</p> <p><u>Spelling</u> Can spell most of the words from the year 5/6 spelling list Yr 6 high frequency words Focus words from Yr 5/6 word list</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Autumn . 'ei' following the letter 'c' . Adding prefixes/suffixes to root word 'fer' Use of hyphens (for prefixes as a focus) .Words ending in -que and -gue . 'ch' makes 'k' sound and 'ch' makes 'sh' sound Revision of words ending in -sure and -ture .Revision of 'ou' spells 'u', as in trouble .Revise common silent letters Revision of 'shal' and 'shus' endings</p> </div>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p><u>Speaking</u> -Give and justify an opinion in an appropriate manner -Agree and disagree constructively with others' views -Adapt their talk depending on the response of the listener</p> <p><u>Listening</u> -Make notes when listening for a sustained period of time -Identify and adopt features of formal register -Analyse and evaluate a range of successful speakers for useful techniques</p>
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<p>Retrieval -Children confidently skim and scan, and use the skill of reading before and after, to retrieve information *They use evidence from across whole chapters and texts -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts -Retrieve, record and present information from a wide variety of non-fiction texts -Ask their own questions and follow a line of enquiry</p> <p>Inference -Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss how characters change and develop through texts by drawing inferences based on indirect clues -Make inferences about events, feelings and states and backing these up with evidence -Infer character's feelings, thoughts and motives, giving more than one</p>	<p>.Complex expanded noun phrases including prepositions and hyphenated adjectives e.g. for colours</p> <p>.Wide range of determiners</p> <p>.Wide range of figurative language (alliteration, onomatopoeia, similes, metaphors, idioms, hyperbole)</p> <p>.Formal/informal language - the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>.Synonyms and antonyms</p> <p>.Subject/object</p> <p>.Active and passive voice</p>	<p>.Review of able/ably and ible/ibly -'ant' vs 'ent' endings .'ance' vs 'ence' endings .'ancy' vs 'ency' endings .Revise the use of the -ough letter string -'ious' endings .Review the role and use of suffixes</p> <p>Spring .Use of hyphens (general) .'ou' sound .Revision of 'shun' endings .Revise word list words (mixed) .Review of homophones .Review of the use of apostrophes .Focus 'ei', 'eigh' and 'ey', 'ea' and 'aigh' .Etymology - words with the 's' sound spelled 'sc' . Etymology - American and British spellings</p>	<p>Discussion -Use the conventions and language of formal debate -Successfully counter another argument during a debate or discussion -Consider, evaluate and build on different viewpoints during debates and discussions (DOTW) and PSHE curriculum</p> <p>Drama</p> <table border="1" data-bbox="1653 770 2024 1267"> <tr> <td>AUTUMN TERM - assessed in summer production</td> </tr> <tr> <td>SRING TERM assessed in summer production</td> </tr> <tr> <td>SUMMER TERM End of Year Production -Sustain a character in role -Take a full role in organising and presenting a play</td> </tr> </table>	AUTUMN TERM - assessed in summer production	SRING TERM assessed in summer production	SUMMER TERM End of Year Production -Sustain a character in role -Take a full role in organising and presenting a play
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<p>piece of evidence to support each point made. They can draw evidence from different places in the text</p> <p>Explaining</p> <ul style="list-style-type: none"> -Provide increasingly reasoned justification for their views -Recommend books for peers in detail -Give reasons for authorial choices -Begin to challenge points of view -Begin to distinguish between fact and opinion -Identifying how language, structure and presentation contribute to meaning -Discuss and evaluate how an author's use of language, including figurative language, considering the impact on the reader -Explain and discuss their understanding of what they have read, including through formal presentations and debates 	<p>.Direct vs reported speech</p> <p><u>Function of sentences/sentence structure</u></p> <p>.Complex sentences</p> <p>.Experiment with clause positions and orchestrate a range of sentence structures (ISPACED)</p> <p>.Relative clause (both embedded and at end of sentence)</p> <p><u>Verb forms and tenses</u></p> <p>.Recap simple and perfect tenses</p> <p>.Progressive verb form/ perfect progressive</p> <p>.Active and passive verbs</p>	<p>Summer</p> <p>.Recap trickier spelling rules and practise mixed spellings</p>	<p>-Interpret and rehearse scenes from published plays</p>
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<p>-Distinguish between fact, opinion and bias explaining how they know this</p> <p>Summarise</p> <p>-Summarise information from across a text and link information by analysing and evaluating ideas between sections of text</p> <p>-Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>-Make comparisons across different books</p> <p>-Summarise entire texts. In addition to chapters or paragraphs, using a limited amount of words or paragraphs</p> <p>Prediction</p> <p>-Predicting what might happen from details stated and implied</p> <p>- Support predictions by using relevant evidence from the text</p> <p>-Confirm and modify predictions in light of new information</p> <p>Vocabulary</p>	<p>.Subjunctive form</p> <p><u>Punctuation:</u></p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi colon</p> <p>Brackets and dashes</p> <p>Bullet points (correctly punctuated)</p> <p>Direct speech using inverted commas ,capitals at start of speech, punctuation at the end of speech, new speaker new line including split speech</p>		
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<ul style="list-style-type: none">-Evaluate how the author's use of language impacts upon the reader-Find examples of figurative language and how this impacts the reader and contributes to meaning or mood-Discuss how presentation and structure combine to meaning-Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph			
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