



Year 6 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Entertain – 2 weeks <i>Diary entry/recount</i> Entertain – 2 weeks <i>Story from another perspective</i> Inform – 3 weeks <i>Newspaper report</i>	Poetry – 1 weeks <i>Vocabulary building free verse</i> Entertain – 2 weeks <i>Alternative story ending</i> Inform – 2 weeks <i>Explanation text</i> Discuss – 1 weeks <i>Balanced argument</i>	Poetry – 1 weeks <i>Vocabulary building narrative poem</i> Inform – 2 weeks <i>Informal letter</i> Entertain – 3 weeks <i>Missing chapter</i>	Persuade – 3 weeks <i>Formal persuasive letter</i> Discuss – 2 weeks <i>Balanced argument</i>	Poetry – 1 weeks <i>Poet study – Joseph Coelho</i> Entertain – 2 weeks <i>Narrative</i> Inform – 1 weeks <i>Non-chronological</i> Inform – 2 weeks <i>Biography</i>	Summer Play <i>-Characters (Entertain)</i> <i>-costume design and instructions (Inform)</i> <i>-script to narrative (entertain)</i> <i>-Advertisement (Persuade)</i> <i>-design set explanation (Inform)</i> <i>-Oracy</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note and develop initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 					
National Curriculum	Formality Choice	- Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing -More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) -More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices					



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum</p>	<p>Text Level and composition</p>	<p>Simple past tense (Y2) Paragraphs (Y3) Dialogue to convey character and move on action Layout devices Passive voice</p> <p>Figurative language (Y2-5) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) Create suspense by varying sentence length (Y5) Story opening (Y3) Story ending (Y3) 3rd person narrative (Y2) Quotes (Y4) Direct and indirect speech (Y3-5) 5 Ws (Y3)</p>	<p>Paragraphs (Y3) Dialogue to convey character and move on action Informal/formal speech Layout devices Present tense/past tense (Y2) Passive voice Subjunctive</p> <p>Figurative language (Y2-5) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) Create suspense by varying sentence length (Y5) Story opening (Y3) Story ending (Y3) Clear points on either side of debate (Y5) Signposts to show change in viewpoint (Y5) Careful use of adverbials Modal verbs (Y5)</p>	<p>Formality (formal vs informal) Layout devices Dialogue to convey character and move on action Past perfect tense</p> <p>Figurative language (Y2-5) Power of Three (Y3) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) Create suspense by varying sentence length (Y5)</p>	<p>Formality (formal vs informal) Passive voice Subjunctive Present tense (Y2)</p> <p>2nd person narrative (Y3) Facts supporting opinion (Y3) Rhetorical questions (Y3) Alliteration (Y3) Anecdotes (Y4) Power of 3 (Y3) Hyperbole/exaggeration (Y5) Adverbs and modal verbs (Y5) Clear points on either side of debate (Y5) Signposts to show change in viewpoint (Y5) Careful use of adverbials Modal verbs (Y5)</p>	<p>Paragraphs (Y3) Dialogue to convey character and move on action Formality (formal vs informal)</p> <p>6 story shapes Figurative language (Y2-5) Power of Three (Y3) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) Create suspense by varying sentence length (Y5)</p>	<p>See long term plan</p>
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National Curriculum	Sentence Level	<p>Linking ideas across paragraphs using a full range of cohesive devices</p> <p>Conjunctions (Y2-Y4)</p> <p>Range of sentence types (compound and complex) (Y5)</p> <p>Relative clauses (Y5)</p>	<p>Linking ideas across paragraphs using a full range of cohesive devices</p>	<p>Linking ideas across paragraphs using a full range of cohesive devices</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p>	<p>Linking ideas across paragraphs using a full range of cohesive devices</p> <p>Relative clauses (Y5)</p>	<p>Linking ideas across paragraphs using a full range of cohesive devices</p> <p>Conjunctions (Y2-Y4)</p> <p>Range of sentence types (compound and complex) (Y5)</p> <p>Relative clauses (Y5)</p>	<p>Linking ideas across paragraphs using a full range of cohesive devices</p> <p>Conjunctions (Y2-Y4)</p> <p>Range of sentence types (compound and complex) (Y5)</p> <p>Relative clauses (Y5)</p>
National Curriculum	Word Level including punctuation	<p>Use of commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Inverted commas (including other punctuation to indicate direct speech) (Y3) Speech tags</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Inverted commas (including other punctuation to indicate direct speech) (Y3) Speech tags</p> <p>Semi-colons and colons instead of a coordinating conjunction</p> <p>Colon to introduce a list and semi colons within list</p>	<p>Semi-colons, colons and dashes instead of a coordinating conjunction</p> <p>Hyphen to avoid ambiguity (e.g. man-eating shark)</p> <p>Ellipsis</p> <p>Colon to set up a surprise of dramatic pause</p>	<p>Colon to introduce a list and semi colons within list</p> <p>Semi-colons, colons and dashes instead of a coordinating conjunction</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Semi-colons, colons and dashes instead of a coordinating conjunction</p> <p>Colon to introduce a list and semi colons within list</p> <p>Hyphen to avoid ambiguity (e.g. man-eating shark)</p> <p>Ellipsis</p> <p>Colon to set up a surprise of dramatic pause</p> <p>All other punctuation taught from Y1-5</p>	<p>Semi-colons, colons and dashes instead of a coordinating conjunction</p> <p>Colon to introduce a list and semi colons within list</p> <p>Hyphen to avoid ambiguity (e.g. man-eating shark)</p> <p>Ellipsis</p> <p>Colon to set up a surprise of dramatic pause</p> <p>All other punctuation taught from Y1-5</p>
National Curriculum	Spelling	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology</p>					
National Curriculum	Handwriting	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suite for a task</p>					