



Subject: English Year 6

Overview

In Year 6, children will develop their reading skills by:

- reading and discussing a wide range of fiction, non-fiction, poetry, plays and textbooks.
- applying their knowledge of root words and prefixes/ suffixes to new and unfamiliar words.
- summarising the main ideas of a text.
- distinguishing between statements of fact and opinion in texts.
- discussing how an author uses figurative language and thinking about the impact on the reader.

They'll develop their writing skills by:

- identifying the audience and purpose of their writing.
- coming up with changes to vocabulary, grammar and punctuation to improve the writing.
- proofreading for errors in their writing.
- learning to use modal verbs and the perfect form of verbs.
- using expanded noun phrases to convey information.
- using relative clauses beginning with relative pronouns.
- using punctuation such as brackets, colons and bullet points.

Autumn

Autumn Term 1

'Holes' by Louis Sachar

- Revision of VIPERS skills
- Summarising key ideas and character development
- Development of inference skills
- Forming impressions of characters and settings
- Features of writing to inform
- Features of narrative writing

Autumn Term 2

Continuation of 'Holes' by Louis Sachar

- Embedding of VIPERS skills
- Features of narrative writing
- Features of dialogue
- Showing character through dialogue
- Identifying how authors create tension (revisited)

'A Christmas Carol' by Charles Dickens

- Introduction to historical context
- Word etymology
- Sentence structure
- Features of descriptive writing
- Features of review writing revisited
- Enjoyment of drama
- Choices made when staging a performance (knowledge development)

Assessment:

- STAR Reading Assessment (Accelerated Reader)
- Reading and spelling age assessments
- Assessment of writing tasks: Camp Green Lake guide; 'Holes' missing chapter; ghost description; review of 'A Christmas Carol' theatre performance
- SATs reading and SPaG assessments

Spring	Spring Term 1 & 2 ‘Thematic Studies’ ‘The Boy at the Back of the Class’ by Onjali Rauf • Embedding/ Mastery of VIPERS skills • Understanding of the challenges faced by others • What is a refugee? • Predicting character actions • Features of writing to describe revisited • Features of formal speeches (oracy) • Features of recount writing revisited	Assessment: • STAR Reading Assessment (Accelerated Reader) • Reading and spelling age assessments • Assessment of writing tasks: pomegranate description; the narrator’s diary entry; formal speech • SATs reading and SPaG assessment
Summer	Summer Term 1 ‘The Eye of the Storm’ • Features of narrative writing revisited • Importance of sub-plot • Film techniques The Highway Man • History of highway men • Reading a poem looking at language, rhyme and rhythm • Features of a ballad • Hot-seating • VIPERS: vocabulary and inference focus Summer Term 2 ‘A Midsummer Night’s Dream’ by William Shakespeare • The life and times of Shakespeare (introduction) • Features of a script • The language of Shakespeare • The features of a Shakespearian comedy • Choices and skills made when performing • Appreciation for drama	Assessment: • STAR Reading Assessment (Accelerated Reader) • Reading and spelling age assessments • Assessment of writing tasks: eye of the storm flashback narrative; recount writing of The Highway Man events • GL reading assessment
Homework: Homework will be set weekly. It will be explained in class and recorded on Edulink. In addition to the set homework, pupils should read outside of school. They are given the opportunity to take out library books during their library lessons each week.		