

Year 6 English overview.

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key text: Reading	Shackleton's Journey by William Grill	Shackleton's Journey by William Grill A Story Like the Wind by Gill Lewis	The Trenches - My Story by Jim Eldridge	Letters From The Lighthouse by Emma Carroll	Hansel and Gretel by Neil Gaiman	Hansel and Gretel by Neil Gaiman
Writing outcomes.	Letter of application to join Shackleton's crew. (Persuasive writing) Diary entry of life at the camp.	Newspaper report about the crew being saved. Flashback story from the boat to life at home	Letter home from the trenches. Setting description of gas attack in the trenches. Poem war poem.	Persuasive leaflet - evacuation. Newspaper report - linked to lighthouse/story.	Poem about the forest based on an illustration. Setting description including dialogue to move the story on description of gingerbread house and conversation and narrative between characters.	Informal Letter - informal warning letter Narrative told from two viewpoints story ending
Speaking and Listening	Explain and develop ideas, giving reasons and evidence - conscience alley to decide whether to join the crew.	Ask questions to develop ideas and take account of others' views.	Perform my own poetry compositions using intonation, volume and expression.	Explain and develop ideas, giving reasons and evidence.	Perform poems from memory, making deliberate choices about conveying contexts and atmosphere.	Consider and evaluate different viewpoints, attending to and building on the contributions of others -



						Woodcutter and H&G's views.
Punctuation and grammar	Identify how words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices. I can use different layout devices (heading, subheadings and bullet points).	I can use semi- colons, colons and a dash to mark the boundary between independent clauses. I write in paragraphs which can clearly signal a change in subject, time, place or event.	The different between structures typical of informal speech and formal speech and writing, including the subjunctive form. Use of a colon to introduce a list. Use hyphens to avoid ambiguity.	Identify how words are related by meaning as synonyms and antonyms. I use the passive voice to present information with a different emphasis. The different between structures typical of informal speech and formal speech and writing, including the subjunctive form. Linking ideas across paragraphs using a wider range of cohesive devices.	The different between structures typical of informal speech and formal speech and writing, including the subjunctive form. Use hyphens to avoid ambiguity.	The different between structures typical of informal speech and formal speech and writing, including the subjunctive form. I can use semicolons, colons and a dash to mark the boundary between independent clauses. Use hyphens to avoid ambiguity. I write in paragraphs which can clearly signal a change in subject, time, place or event.



Composition	Identify the	Ensure that	Identify the	I can use different layout devices (heading, subheadings, columns and bullet points). I can use semicolons, colons and a dash to mark the boundary between independent clauses. Identify the	Characters and	Identify the
	features of	introductions and	features of	features of	settings are	features of
	recounted texts.	conclusions give cohesion to the	recounted texts.	recounted texts.	described using a variation in	recounted texts.
	I can identify the	piece.	I can choose the	I can choose the	sentence	I can choose the
	audience for and		appropriate form	appropriate for <mark>m</mark>	structure.	appropriate form
	purpose of the	I can plan quickly	and register for	and register for		and register for
	writing.	and effectively the	the audience,	the audience,	Use language	the audience,
		plot, characters	purpose and degree	purpose and degree	imaginatively to	purpose and degree
	I can choose the	and structure of	of formality.	of formality.	create surreal,	of formality.
	appropriate form	own narrative			surprising, amusing	
	and register for	writing.	Characters and	I can plan quickly	and inventive	
	the audience,		settings are	and effectively the	poetry.	I can plan quickly
	purpose and degree	Characters and	described using a	plot, characters		and effectively the
	of formality.	settings are	variation in	and structure of	Use simple	plot, characters
	T	described using a	sentence	own narrative	metaphors and	and structure of
	I use a range of	variation in	structure.	writing.	personification to	own narrative
	sentence starters	sentence			create poems	writing.
		structure.			based on real or	



to create specific		Use language	Characters and	imagined	Characters and
effects.	Vary narrative	imaginatively to	settings are	experiences.	settings are
	structure when	create surreal,	described using a	·	described using a
Establish, balance	writing complete	surprising, amusing	variation in	Select pattern and	variation in
and maintain	stories.	and inventive	sentence	form to match	sentence
viewpoints.		poetry.	structure.	meaning and own	structure.
	I can use			voice.	
Revise own non-	character, dialogue	Use simple	From reading,		Vary narrative
fiction writing to	and action to	metaphors and	collect and	I can use	structure when
reduce superfluous	advance events in	personification to	investigate use of	character, dialogue	writing complete
words and phrases.	narrative writing.	create poems	persuasive devices.	and action to	stories.
•		based on real or		advance events in	
		imagined	Draft and write	narrative writing.	From reading,
		experiences.	individual, group or		collect and
			class persuasive		investigate use of
		Select pattern and	letters for real		persuasive devices.
		form to match	purposes.		•
		meaning and own	_		
		voice.	Construct an		
			argument in note		
	$ n \triangle $		form or full text		
			to persuade others		
			of a point of view.		
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Primary School

