



The Dingle Primary School

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

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

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