

Year 6 Lynnfield English Overview

2018-2019

Objectives highlighted in yellow have been identified as Key Performance Indicators (KPIs) by NAHT

Year 6	Autumn	Spring	Summer
Topic	Egyptians 'Can you walk like an Egyptian?' - History (Healthy eaters)	The Amazon Rainforest 'Deforestation' – How WOOD you like it?' - Geography (Healthy movers)	Every BODY changes 'Can you embrace change?'- Science (Healthy thinkers)
Suggested Class Texts	<ul style="list-style-type: none"> ✓ Secrets of a Sun King – Emma Carrol ✓ Eye of the Wolf – Daniel Pennac (WS) ✓ 	<ul style="list-style-type: none"> ✓ The Explorer Katherine Rundell ✓ Room 13 – Robert Swindell 	<ul style="list-style-type: none"> ✓ Skellig – David Almond ✓ Blood – NF (WS)
Picture books	<ul style="list-style-type: none"> ✓ The Witness – Robert Westall ✓ The Egyptian Cinderella – Shirley Climo 	<ul style="list-style-type: none"> ✓ Night of the Gargoyles ✓ The Great Kapok Tree ✓ Where the Forest meets the Sea ✓ The Vanishing Rainforest 	<ul style="list-style-type: none"> ✓ The Mysteries of Harris Burdick ✓ Black Dog- Levi Pinfold ✓ What Mr Darwin Saw-Mick Manning ✓ Remarkable Animals- Tony Meeunissen ✓ Flanimals – Ricky Gervais
Poetry	<ul style="list-style-type: none"> ✓ Powerful Language – Ted Hughes (WS) 	<ul style="list-style-type: none"> ✓ The Raven – Edgar Allen Poe ✓ Poetic Voice – Ted Hughes/John Agard (WS) 	<ul style="list-style-type: none"> ✓ Macbeth – William Shakespeare ✓ Spinner Owl City Jungle ✓ A Midsummer Night's Dream – Shakespeare (WS)
Writing Purpose: To be covered throughout the year	<ul style="list-style-type: none"> ✓ Each half-term must include one piece of writing to entertain and at least one from one of the other purposes ✓ Each full-term must include a narrative story ✓ Each full term must contain at least two pieces from either writing to inform, persuade, or discuss 		
	<ul style="list-style-type: none"> ✓ Writing to Entertain : narrative; description and poetry ✓ Writing to inform: reports; biography/autobiography; newspaper article; non-chronological essay; diary and explanation ✓ Writing to persuade: advertising; speech; letter and campaign ✓ Writing to discuss: argument; newspaper and review 		
Extended Writing Expectations	<ul style="list-style-type: none"> ✓ It is expected that there will be 2 – 3 pieces of extended writing each Half-Term. ✓ At least one of which should be topic related. 		
Length of Extended writing expectations depending upon text type	<ul style="list-style-type: none"> ✓ Between 1.5-2 A4 pages 	<ul style="list-style-type: none"> ✓ Between 2 and 2.5 A4 sides 	<ul style="list-style-type: none"> ✓ Between 2 and 2.5 A4 sides
Writing composition • <i>End of year expectations to be broken down into small steps</i>	<ul style="list-style-type: none"> ✓ Identify the audience for and purpose of the writing. ✓ Selects the appropriate form for writing. ✓ Uses other similar writing as models for their own. ✓ In narratives, describing settings, characters and atmosphere (mood). ✓ Moves the plot forwards through balance of dialogue, action and description. ✓ Ensuring the consistent and correct use of tense throughout a piece of writing. 		

	<ul style="list-style-type: none"> ✓ Proof-reads for spelling and punctuation errors. ✓ Noting and developing initial ideas, drawing on reading and research where necessary. ✓ Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning. ✓ Using a wide range of devices to build cohesion within and across paragraphs. ✓ Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc. ✓ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ✓ Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 		
Handwriting	<ul style="list-style-type: none"> ✓ Write legibly, fluidly with increasing speed and style. ✓ Develop a personal style. 		
Grammar and Punctuation	<ul style="list-style-type: none"> ✓ Colon to introduce a list ✓ Colons, semi-colons and dashes to separate two main clauses ✓ Hyphens ✓ Parenthesis – brackets, commas, dashes ✓ Subject verb compliment (verb to be) ✓ Bullet points ✓ Cohesion- coordination-subordination (Complex v compound) ✓ Expanded noun phrases to convey complicate information accurately 	<ul style="list-style-type: none"> ✓ Subjunctive forms ✓ Modal verbs ✓ Formal and informal voice ✓ Cohesion- prepositional phrases ✓ Cohesion relative clauses 	<ul style="list-style-type: none"> ✓ Active and passive voice ✓ Commas to avoid ambiguity
Spelling linked to school scheme	<ul style="list-style-type: none"> ✓ Word Work: Tricky Plurals and suffixes ✓ Exception: Sets 1-4 	<ul style="list-style-type: none"> ✓ Word Work: Homophones and Word Families ✓ Exception: sets 5-11 	<ul style="list-style-type: none"> ✓ Exception words: 12-22
Reading: Decoding <ul style="list-style-type: none"> • End of year expectations to be broken down into small steps 	<ul style="list-style-type: none"> ✓ By the end of the Year all able and more able pupils should be reading dark blue/ cream books. ✓ For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words. ✓ Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ✓ Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ✓ Vary voice for direct or indirect speech. ✓ Further develop awareness of how pace of reading can add to the excitement, using this effectively. 		
Intonation and expression Comprehension And Understanding <ul style="list-style-type: none"> • End of year expectations to be broken down into small steps 	<ul style="list-style-type: none"> ✓ Further increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ✓ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ✓ Recommend books that they have read to their peers 		
	<ul style="list-style-type: none"> ✓ Word recognition: Suffixes and prefixes ✓ Learn a wider range of poetry by heart. 	<ul style="list-style-type: none"> ✓ Make comparisons within and across books. 	<ul style="list-style-type: none"> ✓ Prepare poems and plays to read aloud and to perform ✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Learn a wider range of poetry by heart.

Deduction and inferring	<ul style="list-style-type: none"> ✓ Continue to check that what they have read makes sense. ✓ Discuss their understanding and explore the meaning of words in context ✓ Participate in discussions and debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. ✓ Ask questions to improve their understanding of what they have read. 		
	<ul style="list-style-type: none"> ✓ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ✓ Provide reasoned justifications for their views. ✓ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 	<ul style="list-style-type: none"> ✓ Distinguish between statements of fact and opinion. ✓ Predict what might happen from details stated and implied ✓ Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader. 	<ul style="list-style-type: none"> ✓ Draw multiple inferences and justify these with evidence from the text. ✓ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Grammatical Features	<ul style="list-style-type: none"> ✓ Recognise and unpick complex sentences. ✓ Identify connectives with multiple purposes. ✓ Recognise clauses within sentences and identify how they are connected. 	<ul style="list-style-type: none"> ✓ Recognise prepositions in text. 	<ul style="list-style-type: none"> ✓ Identify active and passive verbs in reading.
Research	<ul style="list-style-type: none"> ✓ Retrieve, record and present information effectively from non-fiction. ✓ Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes. ✓ Create a set of key notes to help summarise what has been read. ✓ Use more than one source of evidence when carrying out research. ✓ Use skimming, scanning and note-taking to identify the key points in a text. 		
Speaking and Listening	<ul style="list-style-type: none"> ✓ Listen and respond appropriately to adults and their peers. ✓ Speak audibly and fluently with an increasing command of Standard English. 	<ul style="list-style-type: none"> ✓ Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 	<ul style="list-style-type: none"> ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.