



Inspiring and enabling our school community to live life to the full.

Crowthorne Church of England Primary School

Year 6

English – Annual Overview of Learning

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Autumn Term			
Unit 1: Narrative/Instructional/Persuasive/Letter Writing/Diary Writing/ Prediction			
Key texts: Stormbreaker –Anthony Horowitz/ Series of Unfortunate Events – Lemon Snicket			
Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<ul style="list-style-type: none"> ○ Use paragraphing ○ Use range of cohesive devices – including adverbials ○ Use a range of clause structures, sometimes varying position ○ Use passive and modal verbs ○ Use further prefixes and suffixes and understand the guidance for adding them. ○ Spell some words with 'silent' letters [for example, knight, psalm, solemn]. ○ Continue to distinguish between homophones and other words which are often confused. ○ Use dictionaries to check the spelling and meaning of words, including those of uncommon or more 	<ul style="list-style-type: none"> ○ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ○ Read age appropriate books with confidence and fluency – whole novel – Stormbreaker/A Series of Unfortunate Events 	<ul style="list-style-type: none"> ○ Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Select vocabulary and grammatical structures that reflect the level of formality required ○ use commas for clarity and parenthesis ○ Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition 	<ul style="list-style-type: none"> ○ At a level appropriate to Year 6: listen and respond appropriately to adults and their peers ○ Use relevant strategies to build their vocabulary ○ Gain, maintain and monitor the interest of the listeners

<p>ambitious vocabulary. ○ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <ul style="list-style-type: none"> ○ Use a thesaurus Write legibly in joined handwriting when writing at speed, deciding whether or not to join specific letters. ○ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. ○ Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader to show good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). ○ Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning. ○ Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Draft and write by using further 	<ul style="list-style-type: none"> ○ Work out meaning of words in context ○ Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence ○ Predict what might happen from details stated and implied ○ Summarise main ideas, identifying key details and using quotations for support ○ Evaluate how authors use language, considering the impact on the reader 	<p>of a word or phrase, grammatical connections [for example, the use of conjunctions and adverbials of time and place such as on the other hand, in contrast, or as a consequence], pronouns, synonyms and ellipsis.</p> <ul style="list-style-type: none"> ○ Indicate grammatical and other features by using a colon to introduce a list and punctuating bullet points consistently. 	
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<p>organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p>			
<p>Unit 2: Biography/ letter writing/social media/descriptive/ Key texts: Wonder RJ Palaccio</p>			
<ul style="list-style-type: none"> ○ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ○ [KEY] 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. ○ Evaluate and edit by assessing the effectiveness of their own writing with others and their own ○ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ○ Proof-read for spelling and punctuation errors. ○ Use dictionaries to check the spelling and meaning of words. ○ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ○ To vary sentence openers ○ To precis longer passages 	<ul style="list-style-type: none"> ○ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ○ Participate in discussions 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. ○ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ○ Recommending books that they have read to 	<ul style="list-style-type: none"> ○ Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses ○ Develop their understanding of the concepts set out in English Appendix 2 by using passive and modal verbs to affect the presentation of information in a sentence and suggest degrees of possibility. 	<ul style="list-style-type: none"> ○ Listen and respond appropriately to adults and their peers. ○ Ask relevant questions to extend their understanding and knowledge. ○ Use relevant strategies to build their vocabulary. ○ Articulate and justify answers, arguments and opinions. ○ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and ○ responding to comments Participate in discussions, presentations, performances, role play, improvisations and debates. ○ Consider and evaluate different viewpoints, attending to and building on the contributions of others.

	<p>their peers, giving reasons for their choices</p> <ul style="list-style-type: none"> ○ Identifying and discussing themes and conventions in and across a wide range of writing. ○ Making comparisons within and across books. ○ Asking questions to improve their understanding. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Predicting what might happen from details stated and implied. ○ Understand what they read by checking that the book makes sense to them, discussing their 		
<p>Unit 3: Letter writing/poetry/monologue/ explanation/instructions/interviews Key texts: Little Freak – film clip/ High Diving Giraffes – film clip</p>			
<ul style="list-style-type: none"> ○ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ○ Discuss and evaluate how authors use language, including figurative language, 	<ul style="list-style-type: none"> ○ Indicate grammatical and other features by using semi-colons, colons or dashes to mark 	<ul style="list-style-type: none"> ○ Give well-structured descriptions, explanations and narratives for different

<ul style="list-style-type: none"> ○ 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. ○ Draft and write by using a wide range of devices to build cohesion within and across paragraphs. ○ Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ○ Evaluate and edit by assessing the effectiveness of their own writing with others and their own ○ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ○ Proof-read for spelling and punctuation errors. ○ Use dictionaries to check the spelling and meaning of words. ○ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ○ To vary sentence openers ○ ○ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>considering the impact on the reader.</p> <ul style="list-style-type: none"> ○ Provide reasoned justifications for their views. ○ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ○ Identifying and discussing themes and conventions in and across a wide range of writing. ○ Making comparisons within and across books. ○ Asking questions to improve their understanding. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>boundaries between independent clauses</p>	<p>purposes, including for expressing feelings</p>
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	<ul style="list-style-type: none"> ○ Predicting what might happen from details stated and implied. 		
<p>Unit 4: Historical fiction/ letters/ narrative/playscript/character description Key texts: War Horse = Michael Morpurgo</p>			
<ul style="list-style-type: none"> ○ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading ○ Understand that the spelling of some words need to be learnt specifically. ○ Choose the style of handwriting to use when given a choice. ○ Identify the audience for and purpose of the writing. ○ Choose the appropriate form and register for the audience and purpose of the writing. ○ Use a range of sentence starters to create specific effects. ○ sustain and develop ideas logically in narrative ○ Summarise a text, conveying key information in writing. ○ Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. 	<ul style="list-style-type: none"> ○ Apply knowledge of root word, prefixes and suffixes to read aloud ○ To use punctuation to inform meaning ○ Evaluate how effectively texts are structured and presented. ○ Recommend books to others and give reasons for my recommendation. ○ Identify themes in texts. ○ Identify and comment on the writer’s choice of vocabulary, giving examples and explanation. ○ Identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. 	<ul style="list-style-type: none"> ○ Use commas to mark phrases and clauses. ○ Write in paragraphs which can clearly signal a change in subject, time, place or event. 	<ul style="list-style-type: none"> ○ Listen and respond appropriately to adults and their peers. ○ Ask relevant questions to extend their understanding and knowledge. ○ Use relevant strategies to build their vocabulary. ○ Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play, improvisations and debates ○ Consider and evaluate different viewpoints, attending to and building on the contributions of others.

	<ul style="list-style-type: none"> ○ Show awareness of the writer’s craft by commenting on use of language, grammatical features and structure of texts. ○ Make connections between other similar texts, prior knowledge and experience and explain the links. ○ Summarise key information from different parts of a text. ○ Present a personal point of view based on what has been read. ○ Refer to the text to support opinion. ○ Find information using skimming to establish the main ideas 		
Spellings autumn 1 and 2 from No Nonsense Scheme			
<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p>	<p>Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. 		

<p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</p>	<ul style="list-style-type: none"> • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and crosscurricular words from the Years 5 and 6 word list.</p>
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Spring Term
Unit 1: Pig=Heart Boy by Malorie Blackman: Letter writing/argument/description/news report

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<ul style="list-style-type: none"> ○ Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ○ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ○ Use hyphens to avoid ambiguity. ○ Use semi-colons, colons or dashes to mark boundaries between independent clauses. ○ Vary sentence structure ○ Use a range of sentence starters to create specific effects ○ use grammatical structures and features and choose vocabulary appropriate to the audience, 	<ul style="list-style-type: none"> ○ use combined knowledge of phonemes and word derivations to pronounce words correctly ○ evaluate how effectively texts are structured and presented. ○ identify the key points in a text. ○ identify and comment on the writer's choice of vocabulary, giving examples and explanation. ○ identify and explain how writers use grammatical features for effect; for example, the use of short 	<ul style="list-style-type: none"> ○ Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. Use semi-colons or dashes 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating,

<p>purpose and degree of formality to make meaning clear and create effect.</p> <ul style="list-style-type: none"> ○ identify the audience for and purpose of the writing 	<p>sentences to build tension.</p> <ul style="list-style-type: none"> ○ show awareness of the writer’s craft by commenting on use of language, grammatical features and structure of texts. ○ express a personal point of view about a text, giving reasons linked to evidence from texts. ○ raise queries about texts ○ build on others’ ideas and opinions about a text in discussion. ○ present a counter-argument in response to others’ points of view. ○ provide reasoned justifications for views. ○ considering the impact on the reader. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence. ○ Identifying how language, structure and 		<p>hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <ul style="list-style-type: none"> ○ select and use appropriate registers for effective communication.
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	<p>presentation contribute to meaning.</p> <ul style="list-style-type: none"> ○ Discuss and evaluate how authors use language, including figurative 		
Unit 2: Descriptive writing/inference and deduction skills/narrative/report/poetry/ Key texts: Skellig – David Almond			
<ul style="list-style-type: none"> ○ Recognising vocabulary and structures which are appropriate for formal speech and writing, including subjunctive forms. ○ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ○ Use a range of clause structures, sometimes varying their position within the sentence ○ Use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision ○ Write out formal speech or texts using appropriate vocabulary. ○ Structure work with appropriate headings, sub-headings, columns, bullets, or tables. ○ Use headings, bullet points and underlining to structure and guide a reader through my writing 	<ul style="list-style-type: none"> ○ Increasing 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. ○ Recommending books that they have read to their peers, giving reasons for their choices. ○ Identifying and discussing themes and conventions in and across a wide range of writing. ○ Making comparisons within and across books. ○ Checking that the book makes sense to them, discussing their understanding and 	<ul style="list-style-type: none"> ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ○ ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

<ul style="list-style-type: none"> ○ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task. 	<p>exploring the meaning of words in context.</p> <ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ○ Predicting what might happen from details stated and implied. ○ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ○ Identifying how language, structure and presentation contribute to meaning. ○ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ○ Learning a wider range of poetry by heart. 	<ul style="list-style-type: none"> ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semi-colons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently 	<ul style="list-style-type: none"> ○ speak audibly and fluently with an increasing command of Standard English ○ participate in discussions, presentations, performances, role play, improvisations and debates ○ gain, maintain and monitor the interest of the listener(s) ○ consider and evaluate different viewpoints, attending to and building on the contributions of others ○ select and use appropriate registers for effective communication.
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Unit 3: Alma – Short film			
Narrative			
<ul style="list-style-type: none"> ○ To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision ○ To use a range of cohesive devices, Including adverbials within and across sentences ○ 	<ul style="list-style-type: none"> ○ Asking questions to improve their understanding ○ Identify how language, structure and presentation contribute to meaning ○ 	<ul style="list-style-type: none"> ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ speak audibly and fluently with an increasing command of Standard English

		<ul style="list-style-type: none"> ○ using semi-colons, colons or dashes to mark boundaries between independent clauses 	
Unit 4: Non-chronological report Short film: Pandora			
<ul style="list-style-type: none"> ○ To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision ○ To use a range of cohesive devices, Including adverbials within and across sentences ○ To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report 	<ul style="list-style-type: none"> ○ Asking questions to improve their understanding ○ Identify how language, structure and presentation contribute to meaning ○ Distinguish between statements of fact and opinion ○ Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> ○ Using passive verbs to affect the presentation of information in a sentence ○ Using modal verbs or adverbs to indicate a degree of possibility ○ To use a wide range of clause structures, sometimes varying their position within the sentence ○ Using commas to clarify meaning or avoid ambiguity ○ Using brackets, dashes or commas to indicate parenthesis ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ○ ask relevant questions to extend their understanding and knowledge ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ gain, maintain and monitor the interest of the listener(s)
Spellings Spring 1 and 2 from No Nonsense Scheme			
<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings</p>	<p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. 		

<p>The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p>	<ul style="list-style-type: none"> • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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Summer Term

Unit 1: Report and Journalistic writing
Key texts: Tuesday – David Weisner

<p style="text-align: center;">Writing Including: Handwriting and Presentation</p>	<p style="text-align: center;">Reading</p>	<p style="text-align: center;">VPG</p>	<p style="text-align: center;">Speaking and Listening</p>
<ul style="list-style-type: none"> ○ Discuss features of play scripts. ○ Discuss punctuation and layout of dialogue. ○ Compare features of direct and reported speech. ○ Change direct speech into reported speech. ○ To use formal tone ○ Compare features and uses of active and passive sentences. ○ Change active sentences into passive sentences and vice versa. ○ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. ○ Write legibly in joined handwriting when writing at speed, deciding 	<ul style="list-style-type: none"> ○ Reading books that are structured in different ways and reading for a range of purposes ○ Asking questions to improve their understanding. ○ Distinguish between statements of fact and opinion. ○ Participate in discussions 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. 	<ul style="list-style-type: none"> ○ Understand when semi-colons are used. ○ Use semi-colons correctly. Indicate grammatical and other features by using inverted commas and other punctuation to indicate direct speech. 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ use spoken language to develop understanding through speculating,

<p>whether or not to join specific letters.</p> <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ○ 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. Provide reasoned justifications for their views. ○ Identifying and discussing themes and conventions in and across a wide range of writing. ○ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 		<p>hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> ○ participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others ○ select and use appropriate registers for effective communication.
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Unit 2:

Key texts: Carrie's War – playscript/diary/precis/prediction feed into History

<ul style="list-style-type: none"> ○ précising longer passages ○ assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> ○ Evaluate how effectively texts are structured and 	<ul style="list-style-type: none"> ○ Use of semi-colon and colon to link two main clauses 	<ul style="list-style-type: none"> ○ To perform in role
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<ul style="list-style-type: none"> ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ○ effectively use dialogue to move the action on or to tell the story 	<p>presented. Read accurately and check that I understand.</p> <ul style="list-style-type: none"> ○ Recommend books to others and give reasons for my recommendation. ○ Identify themes in texts. ○ Identify the key points in a text. Identify and comment on the writer's choice of vocabulary, giving examples and explanation. Identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. ○ Express a personal point of view about a text, giving 	<ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using a colon to introduce a list ○ punctuating bullet points consistently ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ○ ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ○ participate in discussions, presentations, performances, role play, improvisations and debates select and use appropriate registers for effective communication.
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	<p>reasons linked to evidence from texts. Listen to others' ideas and opinions about a text.</p> <ul style="list-style-type: none">○ Present a personal point of view based on what has been read. Refer to the text to support opinion.○ Explain the main purpose of a text and summarise it succinctly. Draw inferences from subtle clues across a complete text <p>Recognise the social, historical and cultural impact on the themes in a text.</p> <ul style="list-style-type: none">○ Identify and evaluate the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.○ Identify how writers manipulate grammatical features for effect. ○ Identify how		
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	characters change during the events of a longer novel.		
Unit 3: Revision writing – Short films: The Hover bike/Titanium – letter writing, persuasive argument, instructional, explanation/narrative			
<ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ selecting appropriate grammar and vocabulary, understanding how such 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 [for example, headings, bullet points, underlining] ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<ul style="list-style-type: none"> ○ identifying and discussing themes and conventions in and across a wide range of writing ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ identifying how language, structure and presentation contribute to meaning retrieve, record and present 	<ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semi-colons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> ○ ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

<ul style="list-style-type: none"> ○ proof-read for spelling and punctuation errors 	<p>information from non-fiction</p> <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	
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Unit 4: Biography/Non-chronological report/persuasive/information leaflet/diary/balanced argument/book review/news report Key texts: The explorer – Katherine Rundell

<ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ précising longer passages ○ 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 [for example, headings, bullet points, underlining] ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and 	<ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semi-colons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> ○ listen and respond appropriately to adults and their peers ○ ask relevant questions to extend their understanding and knowledge ○ use relevant strategies to build their vocabulary ○ articulate and justify answers, arguments and opinions ○ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ○ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ○ use spoken language to develop understanding through speculating,
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<ul style="list-style-type: none"> ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring 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 <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ identifying how language, structure and presentation contribute to meaning retrieve, record and present information from non-fiction ○ participate in discussions 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 ○ explain and discuss their understanding of what they have read, including through formal presentations 	<ul style="list-style-type: none"> ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> hypothesising, imagining and exploring ideas ○ speak audibly and fluently with an increasing command of Standard English ○ participate in discussions, presentations, performances, role play, improvisations and debates ○ gain, maintain and monitor the interest of the listener(s) ○ consider and evaluate different viewpoints, attending to and building on the contributions of others ○ select and use appropriate registers for effective communication.
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	and debates, maintaining a focus on the topic and using notes where necessary		
Spellings Summer 1 and 2 from No Nonsense Scheme			
<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p>	<p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings Extend the knowledge of spelling strategies and apply to high-frequency and crosscurricular words from the Years 5 and 6 word list.</p>		