



English Overview – Spring – Year 6

Composition

NC Areas	Spring 1		Spring 2		
Class Reader	The Hunger Games		Clockwork		
Genre and Writing Focus	<b>Model Text: Gas Mask</b> Portal story <b>Focus: Description</b>	<b>Model Text: Should the Hunger Games be banned?</b> Discussion	<b>Short Units</b> Macbeth – recount Newspaper report	<b>Short Unit</b> Maze Runner- <b>Focus:</b> <b>Openings, Settings</b>	<b>Model Text-I am the...</b> Poetry <b>Focus: Metaphor</b>
Toolkits	<b>Description</b> <b>Y3/4+</b> Use character’s reaction or author comments to show effect of a description Use onomatopoeia rather than alliteration to show meaning Ensure all word choices earn their place and add something new or necessary Use precise detail when describing Select detail and describe for purpose e.g. to scare the reader, to lull the reader	<b>Structure</b> <b>To be adapted for year group</b> Opening paragraph that introduces the reader to the issue Series of paragraphs in logical order: either beginning with all the arguments for, followed by the arguments against OR a series of contrasting points ending with a reasoned conclusion Paragraphs usually beginning with a topic sentence	<b>Structure</b> <b>To be adapted for year group</b> Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence	<b>Openings</b> <b>Y3/4+</b> Suggest something is about to happen (hook) Use contrast Open with something unexpected, a dilemma or a desire Dismiss the danger or ‘monster’ Create the mood Use flashback or flash forwards	<b>Poetry Toolkit</b> Alliteration Simile Metaphor Personification Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs
		<b>Language</b> <b>To be adapted for year group</b> Connectives and Signposts for: Adding on-The first reason is, also, in addition, furthermore, Introducing other viewpoints-however, on the other hand, others believe, whereas Concluding-in conclusion/having considered both sides Present tense	<b>Language</b> <b>To be adapted for year group</b> Past tense Third person Time sentence signposts for coherence (first, next, after that, later that day, a few days later, finally, from that point, later on, eventually)	<b>Settings</b> <b>Y3/4+</b> Choose a name that suggests something about the setting Show scenes through character’s eyes Detailed sentences of 3 to describe what can be seen, heard or touched Introduce something unusual to hook the reader	

		Third person Abstract nouns	Specific and descriptive language often in style of explanation or information Direct quotations and/or reported speech	Use of weather, place and time to create and change atmosphere Reflect a character's feelings in the setting	
<b>Planning and text structure</b>	Box-up planning grid Use time slips, flashbacks, flash forwards, cliff hangers Start story at any point in the 5 part story structure Secure linking within and across paragraphs using adverbials of time and place Change paragraphs to show a change in time, action and place	Use discussion skeleton to plan ideas Box-up grid to plan text structure and placing of images/fact boxes Secure use of lay out suitable for text (link to reading) Paragraphed dependent on either theme or point of view Opening paragraph and conclusion Use of headings, sub-headings to structure text	Use recount skeleton to plan ideas Box-up grid to plan text structure Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence Use of headings and sub-headings to structure text Use of columns to structure	Box-up planning grid to structure Experiment with range of openings-dialogue, action, or description Use time shifts, flashbacks and flash forwards	Generate ideas collectively Experiment with new combinations Use box-up to plan structure of poem-based on model
<b>Sentence Structure</b>	Secure Y5 openers (expanded -ed clauses, elaboration of adverbial openers) Speech + stage directions (change position of reporting clause-before, between, after speech) Drop in -ed clauses Relative clauses Secure use of complex sentences using wide range of subordinating conjunctions (I SAW A WABUB) Experiment with active and passive voice for effect Expanded noun phrases Adding stage directions in speech (for description) Past progressive verb tense Past perfect verb form Sentence of 3 for description	Subjunctive verb form e.g. It is important that both viewpoints be considered. Relative clauses Variety of openers including adverbials, clauses and connectives Rhetorical questions Secure use of complex sentences using wide range of subordinating conjunctions (I SAW A WABUB) Sentence of 3 for opinions Use of adverbs for possibility- perhaps, surely etc Use of modal verbs for possibility-might, could, should, will, must	Indirect (reported speech) Direct speech Present and past progressive tense Present and past perfect tense Relative clauses Active and passive voice Secure use of complex sentences using wide range of subordinating conjunctions (I SAW A WABUB) Range of adverbials to open sentences (see Y5	Speech + stage directions (change position of reporting clause-before, between, after speech) Secure use of complex sentences using wide range of subordinating conjunctions (I SAW A WABUB) Relative clauses Rhetorical questions Range of sentence openers (-ed, -ing, -ly) Drop in -ed clauses Sentence of 3 for action Sentence of 3 for description Expanded noun phrases (modifying before and after the noun) Experiment with active and passive voice for effect	Stand alone grammar Consolidate terminology below

<b>Language</b>	Synonyms Antonyms (for contrast) Personification, alliteration, simile and metaphor (figurative language for description) Onomatopoeia Ambitious vocabulary choices used precisely (adjectives) Revision of determiners (possessive, interrogative, demonstrative, quantifiers)	Formality Connectives and Signposts for: Adding on-The first reason is, also, in addition, furthermore, Introducing other viewpoints-however, on the other hand, others believe, whereas Concluding phrases-in conclusion/having considered both sides Revision of determiners (possessive, interrogative, demonstrative, quantifiers)	Formality Time sentence signposts for coherence (first, next, after that, later that day, a few days later, finally, from that point, later on, eventually) Adding-on connectives-Furthermore, in addition, moreover (see signposts and connectives doc) Revision of determiners (possessive, interrogative, demonstrative, quantifiers)	Personification, alliteration, simile and metaphor (figurative language for description) Onomatopoeia Synonyms Antonyms (for contrast) Ambitious vocabulary choices used precisely (adjectives)	Personification, alliteration, simile and metaphor (figurative language for description) Synonyms and antonyms Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)
<b>Punctuation</b>	Semi-colon to separate clauses Colon to introduce a list or separate clauses Commas after openers Commas and dashes for parenthesis dashes for emphasis Hyphens to avoid ambiguity	Commas after openers Commas, dashes and brackets for parenthesis Colon to introduce a list Semi-colons within a list Punctuation of bullet points to list information Hyphens to avoid ambiguity	Inverted commas Commas after openers Commas to separate clauses Brackets and dashes for parenthesis Dashes for emphasis Semi-colon to separate clauses Colon to introduce a list or separate clauses	Inverted commas Commas after openers Commas to separate clauses Brackets and dashes for parenthesis Dashes for emphasis Hyphens to avoid ambiguity	Commas to separate clauses Exclamation marks Question marks Dashes for parenthesis and emphasis Hyphens to avoid ambiguity
<b>Terminology to consolidate</b>	<b>Statement, question, command, exclamation, question mark, exclamation mark, inverted commas, direct speech, indirect speech, inverted comma, bullet points, apostrophe for contraction/possession, commas, colon for list, parenthesis, brackets, dash. singular/plural, suffix/prefix, word family, root words, consonant/vowel, adjective, noun, noun phrase, verb, adverb, verb tenses, connective, preposition, determiner, possessive pronouns, relative pronouns, subordinate clause, relative clause, subordinating conjunction, coordinating conjunction, adverbial, rhetorical question, present and past progressive, present and past perfect</b>				
<b>Terminology to introduce</b>	<b>subject, object, active and passive voice, synonym, antonym, ellipsis, hyphen, semi-colon, bullet points, subjunctive,</b>				
<b>Spoken Language</b>	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader	Discussions and debates E.g Should zoos be banned? Should air travel be restricted? Is immigration a good thing?	Macbeth-interviews and hot-seating and other drama activities to internalise the events  Short burst writing-collaborative talk, dialogic talk to build understanding of text examples	Collaborative writing Dialogic talk to deepen understanding of poetry Performance/sharing of poems	

Transcription		
<b>Handwriting</b>	Fluency and use of different styles for effect Intervention for those not joining in a fluent cursive hand	Fluency and use of different styles for effect Intervention for those not joining in a fluent cursive hand
<b>Spelling</b>	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading Dictations</p> <p><b>Revision of Year 5 spelling patters and rules</b></p> <ol style="list-style-type: none"> <li>1. Revision of Y5 spelling list (existence, familiar, forty, government, harass, identity, immediate, interfere, language, lightning)</li> <li>2. Revise words ending in '-able' and '-ible'</li> <li>3. Homophones altar/alter, led/lead, steal/steel (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</li> <li>4. Problem suffixes</li> </ol> <p><b>New Learning of Y6 objectives</b></p> <ol style="list-style-type: none"> <li>5. Adding suffixes beginning with vowel letters to words ending in '-fer'</li> <li>6. <u>Y6 Appendix 1 Words</u> Excellent, explanation, foreign, frequently, guarantee, hindrance, immediately, individual, interrupt, leisure</li> </ol>	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading Dictations</p> <p><b>New Learning of Y6 objectives</b></p> <ol style="list-style-type: none"> <li>1. Revision of Y5 spelling list (mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend)</li> <li>2. Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</li> <li>3. Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</li> <li>4. Generating words from prefixes and suffixes</li> <li>5. The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</li> <li>6. <u>Y6 Appendix 1 Words</u> Marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise</li> </ol>
<b>Spelling ongoing</b>	<p><b>Learning Spellings</b> Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first three or four letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	