



English Overview – Autumn – Year 6

Composition

NC Areas	Autumn 1 and 2		
Class Readers	Wild Boy – Autumn 1 Holes – Autumn 2		
Genre and Writing Focus	<p>Model Text: Zelda Claw Tale of Fear Focus: Setting for atmosphere</p>	<p>Model Text: Raincats hybrid non-fiction (explanation, information, persuasion, discussion) Curriculum linked invention - Product for sustainable enterprise project</p>	<p>Short Burst Write Toolkits into Paragraphs Focus: Character and dialogue</p>
Toolkits	<p>Settings Toolkit</p> <p>Y3/4+ 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 Use of weather, place and time to create and change atmosphere Reflect a character’s feelings in the setting</p>	<p>Structure To be adapted for year group</p> <p>Explanation-Introductory paragraph to orientate the reader to the information that will follow, series of logical-often chronological-explanatory steps, paragraphs beginning with a topic sentence, use of diagrams to aid understanding Information-Introductory paragraph to orientate the reader (who, what, when, where), sections of information under sub-headings, paragraphs within sections to group, related material, paragraphs begin with topic sentence, concluding paragraph sums up information and related directly to reader, other organisational features may be used including: bullet points, fact boxes, pictures, diagrams Persuasion-Introductory paragraph to orientate the reader, series of points building one viewpoint, paragraphs start with topic sentence, often includes images to attract attention Discussion-Introduction that states issue to be discussed, series of paragraphs in logical order: either beginning with all arguments for followed by all those against OR a series of contrasting points, concluding</p>	<p>Characterisation Toolkit</p> <p>Y3/4+ Use a name to suggest the character e.g., Miss Honey (sweet), Mr Hardy (tough and strong) Drop in a few details to suggest character e.g., Mr Symonds, gripping his cane, glared at the two boys. Show not tell how characters feel through what they do, think and say Reveal a character’s thoughts e.g. He hoped that he would be picked. Use other character’s or the narrator’s comments or reactions e.g., “Tracey’s upset again,” whispered Jamil. Use contrasting main characters Show how a character feels on the inside whilst pretending something else Show character development-how they feel at the start and end of a story</p>

		<p>paragraph which sums up discussion, paragraphs begin with topic sentence</p> <p style="text-align: center;">Language</p> <p style="text-align: center;">To be adapted for year group</p> <p>Explanation-present tense, second person, causal language, sequential connectives, impersonal language, technical vocabulary (refer to signposts and connectives document) Signpost/connectives for: Generalisation: Mainly, Most, Some, The main features etc Addition: Furthermore, In addition, Also etc Cause and effect: Due to, As a result, Consequently etc Uncertainty: One suggestion is, Another possible explanation is, Perhaps etc Information-present tense, third person, general nouns (not particular people, animals or things), formal and impersonal language, technical vocabulary and phrases, factual description (refer to signposts and connectives document) Signpost/connectives for: Generalisation: Mainly, Most, Some, The main features etc Addition: Furthermore, In addition, Also etc Comparison: For similarities-Equally, Just as etc. For contrast-Compared with, As opposed to, is different from, Whereas Persuasion-present tense, second person, emotive signposts, imperative verb form, use of language to sound good including slogans, personal, direct and often informal, weasel words (emotive words designed to deceive/impress) (refer to signposts and connectives document) Signpost/connectives for: Generalisation: Mainly, Most, Some, The main features etc Addition: Furthermore, In addition, Also etc Cause and effect- Due to, As a result, Consequently etc Comparison: For similarities-Equally, Just as etc. For contrast-Compared with, As opposed to, is different from, Whereas Emphasis: Most of all, Most importantly, Least of all etc</p>	<p style="text-align: center;">Dialogue Toolkit</p> <p>Y3/4+ Have characters discuss other characters and reflect on events Add to the speech 'sandwich' by adding in the listener's reaction "Hello," said John, waving to his friend. Tom gasped. Add in something else that is needed to keep the action moving forwards and what the listener says e.g., "Hello," said John, waving to his friend. Tom gasped. A huge black dog was bounding towards them. "Run for it!" screamed Tom. Put the speaker before, after or between what is being said. e.g., Sam shouted, "So, let's go." / "So, let's go," Sam shouted. / "So," Said Sam, "Let's go."</p>
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Planning and text structure	<p>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 (paragraphing within sections)</p>	<p>Text map to orally rehearse Use 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) Use variety of devices such as diagrams, bullet points, lists, fact boxes, images suitable for text type Introductory paragraphs to orientate and concluding paragraphs to 'talk' directly to the reader and sum up Organised into sections and paragraphed within sections Logically sequenced Use appropriate level of formality</p>	<p>Box-up using model text Experiment with opening lines-weather, place, time, speech, action, questions Paragraph within section (opening) to show a change in time, place or action Use time slips, flashbacks, flash forwards and cliff hangers</p>
Sentence Structure	<p>Consolidate Y5+ Relative clauses using relative pronouns (who, which, when, where, whose, that) Variety of sentence openers (-ed, -ing, -ly clauses) Dropped in -ed and -ing clauses Secure use of simple embellished sentences Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS) Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB) Active and passive verbs to create effect Developed use of rhetorical questions Expanded noun phrases Use of ellipsis to build suspense The house was big, grand and ... not there! Vary tense-progressive and perfect verb forms</p>	<p>Consolidate Y5+ Relative clauses using relative pronouns (who, which, when, where, whose, that) Variety of sentence openers (-ed, -ing, -ly clauses) Dropped in -ed and -ing clauses Secure use of simple embellished sentences Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS) Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB) Active and passive verbs to create effect Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information clearly Vary formality as suitable for text type including the use of the subjunctive form Perfect verb form (subject+has/have+past participle of verb) e.g. It has been extinct for over 1000 years. Modal verbs and adverbs to indicate possibility</p>	<p>Consolidate Y5+ Relative clauses using relative pronouns (who, which, when, where, whose, that) Variety of sentence openers (-ed, -ing, -ly clauses) Dropped in -ed and -ing clauses Secure use of simple embellished sentences Secure use of compound sentences using full range of coordinating conjunctions (FANBOYS) Secure use of complex sentences using full range of subordinating conjunctions (I SAW A WABUB) Active and passive verbs to create effect Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information clearly Perfect verb form (subject+has/have+past participle of verb) e.g. She has walked that path many times. Modal verbs and adverbs to indicate possibility Use speech to signal/change formality including the subjunctive for dialogue Set out speech in different ways-with reporting clause before, after and between speech</p>

Language	Consolidate Y5+ Build in literary feature to create effects e.g., alliteration, personification, onomatopoeia, similes and metaphors Use assonance and consonance in alliteration not just initial sounds Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading) Modal verbs and adverbs of possibility	Consolidate Y5+ Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading) Modal verbs and adverbs to indicate possibility Formal/informal language -correct use of register Use of connectives and signposts as detailed above to sequence writing and create flow and coherence	Consolidate Y5+ Build in literary feature to create effects e.g., alliteration, personification, onomatopoeia, similes and metaphors Use assonance and consonance in alliteration not just initial sounds Collect synonyms and antonyms for common words and use in writing (higher level vocabulary Magpied from reading) Subjunctive form in speech Vary speech verbs Modal verbs and adverbs of possibility
Punctuation	Consolidate Y3/4+ Secure use of dashes and commas for parenthesis Secure use of commas after fronted adverbials Secure use of commas to separate clauses Use colons to separate independent clauses Use semi-colons to separate independent clauses Use dashes to separate independent clauses	Consolidate Y3/4+ Secure use of brackets for parenthesis Use semi-colons, colons and dashes to separate independent clauses Use commas to separate clauses in complex sentences and to avoid ambiguity Use colon to introduce a list Punctuate bullet points correctly	Consolidate Y3/4+ Use semi-colons, colons and dashes to separate independent clauses Use commas to separate clauses in complex sentences and to avoid ambiguity Use colon to introduce a list
Terminology to consolidate	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		
Terminology to introduce	subject, object, active and passive voice, synonym, antonym, ellipsis, hyphen, semi-colon, bullet points, subjunctive,		
Spoken Language	Use story map or orally rehearse Work collaboratively to generate ideas and plan Use drama, role-play and discussion within Reading as a Reader Use language and text level games to orally rehearse Present selected extracts of story to class or other audience	Use text map to orally rehearse use drama, role-play and discussion e.g., interview an expert, short presentations based on given stimuli or questions using the 'tune' of the text type etc Discussion and debate using structured sentence stems Use language and text level games to orally 'warm-up the tune' of the text' (See Talk for Writing Across the Curriculum book) Present selected extracts to class or other audience	Use story map or orally rehearse Work collaboratively to generate ideas and plan Use drama, role-play and discussion within Reading as a Reader Use language and text level games to orally rehearse Present selected extracts of story to class or other audience

Transcription	
Handwriting	<p style="text-align: center;">Revision of:</p> <p>First join-diagonal join to letters without ascenders Second join-horizontal join to letters without ascenders Third join-diagonal join to letters with ascenders Fourth join-horizontal join to letters with ascenders</p> <p>Practise fluency (speed+accuracy) during weekly dictations Children not yet using neat, fluent continuous cursive given intervention and/or books with tramlines to support formation, orientation, and sizing</p>
Spelling	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading Use of spelling journals for etymology Dictations</p> <p><u>Revision of Year 5 spelling patters and rules</u></p> <ol style="list-style-type: none"> 1. Revision of Y5 spelling list (accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate) 2. Plurals (adding '-s', '-es' and '-ies') 3. Apostrophe for contraction and possession 4. Words with the letter string '-ough' 5. Words ending in '-able' and '-ible' 6. <u>Y6 Appendix 1 Words</u> <p>Accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community)</p>
Spelling ongoing	<p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first three or four letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, which include words and punctuation taught so far.