



English Overview – Summer – Year 6

Composition

NC Areas	Summer 1		Summer 2		
Class Reader	Letters from the Lighthouse		Skellig		
Genre and Writing Focus	Grammar for Writing Short Burst Writing (character sketch based on I am...poetry, Description of setting/object etc)	Love That Book! Whole school response to chosen text	Model Text-Teacher autobiography Recount Curriculum-Linked Invention-Memories!	Poetry Free Verse I Come From...	
Toolkits	<p>Characterisation Toolkit Y3/4+</p> <p>Use a name that suggests character Drop in details to suggest character (actions) Show not tell how characters feel by what they do, think and say. Reveal a character's thought (internal monologue) Use other character's comments of reactions to create character e.g. 'She's crying again,' whispered Tim. Use contrasting main characters and show how a character feels on the inside whilst doing something else Show character development-how they change throughout the story</p> <p>Description Toolkit Y3/4+</p>	<p>Toolkit</p> <p>Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class</p> <p>Golden Toolkit will be applied (non-negotiables of Y6-see below)</p>	<p>Structure To be adapted for year group</p> <p>Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence Concluding paragraph summarising the writer's overall feelings and looking to the future</p>	<p>Language To be adapted for year group</p> <p>Past tense First person (personal recount) Time sentence signposts for coherence (first, next, after that, later that day, a few days later, finally, from that point, later on, eventually) Specific and descriptive language often in style of explanation or information Direct quotations and/or reported speech Possible use of other signpost connectives: Change of direction- However, although, On the other hand etc</p>	<p>Poetry Toolkit</p> <p>Alliteration Simile Repetition Fresh new combinations (avoid cliché) Powerful verbs and adverbs Precise nouns Adjectives to describe Ambitious vocabulary Onomatopoeia Metaphor</p>

	<p>Use character's reaction or author comments to show effect of description</p> <p>Use onomatopoeia rather than alliteration to reflect meaning</p> <p>Ensure all word choices earn their place and add something new and necessary</p> <p>Use precise detail when describing to bring a scene alive</p> <p>Select detail and describe for a purpose e.g. to scare or lull the reader</p>			<p>Adding-on-Furthermore, In addition, Moreover, Additionally, Also</p> <p>For similarities- Equally, Similarly, Just as, In the same way</p> <p>For Differences- In contrast, Compared with, Whereas</p>	
Planning and text structure	<p>Box-up planning grid</p> <p>Use time slips, flashbacks, flash forwards</p> <p>Start story at any point in the 5 part story structure (write from one point only e.g. a character looking back or forward)</p> <p>Secure linking within and across paragraphs using cohesive devices: adverbials, repetition of a word/phrase and ellipsis</p> <p>Change paragraphs to show a change in time, action and place</p> <p>Secure development of characterisation</p> <p>Use perfect form of verbs to mark relationships of time and cause</p>	<p>Planning structure dependent on chosen response to text</p> <p>Co-construct box-up from model text for writing</p> <p>Secure linking within and across paragraphs using cohesive devices: adverbials, repetition of a word/phrase and ellipsis</p> <p>Change paragraphs to show a change in time, action and place</p>	<p>Use recount skeleton to plan ideas</p> <p>Box-up grid to plan text structure</p> <p>Beginning, middle and end in chronological order</p> <p>Opening orientation paragraph (who, what, where, why, when)</p> <p>Paragraphs often beginning with topic sentence</p> <p>Use of headings and sub-headings to structure text</p> <p>Use of pictures with captions to illustrate the information</p> <p>Use range of techniques to involve the reader- comments, observations, questions and rhetorical questions</p> <p>Use appropriate formal/informal tone at correct time</p>	<p>Analyse structure of model text and use to create box-up planning grid</p> <p>Experiment with techniques and ideas, creating fresh combinations</p> <p>Use images, real settings or experiences to support ideas and planning</p>	
Sentence Structure	<p>Statutory Requirements for Y6</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (use in dialogue)</p> <p>Use of subjunctive form</p> <p>Use of expanded noun phrases (modifying before and after noun)</p> <p>Use of modal verbs and adverbs to indicate degrees of possibility</p> <p>Use of relative clauses (drop-in and added on)-using pronouns (who, which, where, when, whose, that)</p> <p>Secure use of compound sentences using wide range of coordinating conjunctions (FANBOYS)</p> <p>Use multi-clause sentences with a wider range of subordinating conjunctions (I SAW A WABUB)</p>	<p>Statutory Requirements for Y6</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (use in dialogue)</p> <p>Use of subjunctive form</p> <p>Use of expanded noun phrases (modifying before and after noun)</p> <p>Use of modal verbs and adverbs to indicate degrees of possibility</p> <p>Use of relative clauses (drop-in and added on)-using pronouns (who, which, where, when, whose, that)</p> <p>Use multi-clause sentences with a wider range of subordinating conjunctions (I SAW A WABUB)</p> <p>Secure use of compound sentences using wide range of coordinating conjunctions (FANBOYS)</p>	<p>Statutory Requirements for Y6</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (use in dialogue)</p> <p>Use of subjunctive form</p> <p>Use of expanded noun phrases (modifying before and after noun)</p> <p>Use of modal verbs and adverbs to indicate degrees of possibility</p> <p>Use of relative clauses (drop-in and added on)-using pronouns (who, which, where, when, whose, that)</p> <p>Use multi-clause sentences with a wider range of subordinating conjunctions (I SAW A WABUB)</p> <p>Secure use of compound sentences using wide range of coordinating conjunctions (FANBOYS)</p>	<p>Statutory Requirements for Y6</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (use in dialogue)</p> <p>Use of subjunctive form</p> <p>Use of expanded noun phrases (modifying before and after noun)</p> <p>Use of modal verbs and adverbs to indicate degrees of possibility</p> <p>Relative clauses (drop-in and added on)-using pronouns (who, which, where, when, whose, that)</p>	

Language	Synonyms Antonyms (for contrast) Personification, alliteration, simile and metaphor (figurative language for description) Onomatopoeia Ambitious vocabulary choices used precisely Revision of determiners (possessive, interrogative, demonstrative, quantifiers) Secure layout of dialogue	Statutory Requirements for Y6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Formality/informality (controlling the tone) Revision of determiners (possessive, interrogative, demonstrative, quantifiers) Ambitious vocabulary collected from reading (extend range of synonyms for common verbs, adverbs and adjectives) Sentence sign-post connectives (see language toolkit above): Adding-on-Also, Furthermore, Moreover Change of direction-However, Although, On the other hand Time-First, Later that day, Finally For similarities-Equally, Similarly, Just as, In the same way For Differences-In contrast, Compared with, Whereas	Personification, alliteration, simile and metaphor (figurative language for description) Onomatopoeia Synonyms Antonyms (for contrast) Ambitious vocabulary choices used precisely
Punctuation	Statutory Requirements for Y6 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Secure use of all speech punctuation Use of ellipsis	Statutory Requirements for Y6 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently Use of ellipsis	Statutory Requirements for Y6 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently Use of ellipsis	Statutory Requirements for Y6 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use of ellipsis
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	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader Presentation of writing on open afternoon	Dialogic talk based on chosen text Collaborative writing and group work Drama as response to text Presentation of writing to school	Oral rehearsal of text map and own plan Discussion, role-play, and drama within Reading as a Reader Presentations to own and parallel class Short oral presentations to rehearse sentence types	Oral retelling using text map Collaborative writing and generating ideas-group work Drama as response Discussion and dialogic talk around model poem and additional examples-use of full sentences in response

Transcription		
	Summer 1	Summer 2
Handwriting	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
Spelling	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading Dictations</p> <p><u>New Learning of Y6 objectives</u></p> <ol style="list-style-type: none"> Revision of Y5 spelling list (restaurant, rhythm, secretary, signature, stomach, suggest, system, thorough, variety, vehicle) Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2 Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary Revision of key spelling objectives from Y3/4 <u>Y6 Appendix 1 Words</u> Relevant, rhyme, sacrifice, shoulder, sincerely, soldier, symbol, temperature, vegetable, yacht 	<p>Spelling strategies-Have a Go sheet, GPC Charts, spelling logs, personal spelling lists, etymology, word webs, dictionary skills, proof reading Dictations</p> <p><u>New Learning of Y6 objectives</u></p> <ol style="list-style-type: none"> Personal spellings from writing Revision of Y3 spelling objectives Revision of Year 4 spelling objectives Revision of Y3 spelling word list Revision of Y4 spelling word list <u>Appendix 1 Word List</u> Revision of all Y5/6 word list
Spelling ongoing	<p><u>Learning Spellings</u> 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, that include words and punctuation taught so far. 	