



English Overview – Summer – Year 6

Composition

NC Areas	Summer 1		Summer 2		
Class Reader	Letters from the Lighthouse		The Final Year		
Genre and writing focus	Fiction/Non Fiction units as necessary for writing evidence	Love that Book	Teacher's autobiography Recount Curriculum linked invention-Memories!		Poetry List poems I come from....
Toolkits	Revise fiction and non-fiction toolkits as necessary for writing	Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class Golden Toolkit will be applied (non-negotiables of Y6)	Structure A beginning, middle and end in chronological order Opening paragraph to hook and orientate the reader (often includes Who?, What?, Where?, Why?, When?) Paragraphs often begin with a topic sentence	Language Past Tense First person Specific and descriptive – often in style of information or explanation Sentence sign-posts for: -Time First, A few years later, finally, eventually, after, before, until -Addition-Furthermore, Additionally, Moreover, Also etc -Change of direction- However, On the other hand, Unfortunately, Fortunately -Cause and Effect- Because, causing,	Poetry Toolkit Alliteration Simile Metaphor Personification Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs Repetition Onomatopoeia

				<p>Therefore, Owing to etc</p> <p>-Uncertainty-possibly, maybe</p> <p>- For similarities- Equally, Similarly, Just as, In the same way etc</p> <p>For differences-In contrast, Compared with, Whereas etc</p> <p>Emphasis-Most of all, Least of all, Most importantly etc</p> <p>Generalisation- Usually, Typically, Many, Some, A few etc</p>	
Planning and Text structure	<p>Use appropriate skeleton plan for non-fiction planning before boxing-up</p> <p>Box-up grids</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and</p>	<p>Use appropriate skeleton plan for non-fiction planning before boxing-up</p> <p>Box-up grids</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p>	<p>Use appropriate skeleton plan for non-fiction planning before boxing-up</p> <p>Box-up grids</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p>	<p>Generate ideas collectively</p> <p>Experiment with new combinations</p> <p>Use box-up to plan structure of poem based on model</p>	

	engage the reader Linking ideas across paragraphs using a wider range of cohesive devices	Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices		
Sentence construction	<p><u>Revision of all Y5/6 Grammar and Punctuation in preparation for SATs</u></p> <ul style="list-style-type: none"> -Expanded -ed clauses as sentence starters -Adverbial sentence starters (fronted adverbials) -Dropped-in -ed clauses -Stage directions in speech -Moving sentence chunks around for effect - Secure use of simple / embellished simple sentences -Secure use of compound sentences -Secure use of complex sentences: (Subordination) -Main and subordinate clauses with full range of conjunctions -Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. - Expanded noun phrases to convey complicated information concisely -The difference between structures typical of informal speech and structures appropriate for formal speech and writing including the subjunctive form 	<p><u>Revision of all Y5/6 Grammar and Punctuation in preparation for SATs</u></p> <ul style="list-style-type: none"> Expanded -ed clauses as sentence starters -Adverbial sentence starters (fronted adverbials) -Dropped-in -ed clauses -Stage directions in speech -Moving sentence chunks around for effect - Secure use of simple / embellished simple sentences -Secure use of compound sentences -Secure use of complex sentences: (Subordination) -Main and subordinate clauses with full range of conjunctions -Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. - Expanded noun phrases to convey complicated information concisely 	<p><u>Revision of all Y5/6 Grammar and Punctuation in preparation for SATs</u></p> <ul style="list-style-type: none"> Expanded -ed clauses as sentence starters -Adverbial sentence starters (fronted adverbials) -Dropped-in -ed clauses -Moving sentence chunks around for effect - Secure use of simple / embellished simple sentences -Secure use of compound sentences -Secure use of complex sentences: (Subordination) -Main and subordinate clauses with full range of conjunctions -Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. - Expanded noun phrases to convey complicated information concisely -The difference between structures typical of informal speech and structures appropriate for formal speech and writing including the subjunctive form 	<ul style="list-style-type: none"> -Secure use of simple / embellished simple sentences -Secure use of compound sentences -Sentences -Expanded noun phrases -Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)

	- Developed use of rhetorical questions for persuasion	-The difference between structures typical of informal speech and structures appropriate for formal speech and writing including the subjunctive form - Developed use of rhetorical questions for persuasion		
Language	<p>Revision of Y5 Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p>Revision of Y5 Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p>Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little</p> <p>Sentence sign-posts for: -sequence ideas and views e.g. Firstly, The second reason, Finally -Addition-Furthermore, Additionally, Moreover, Also etc -Change of direction-However, On the other hand, Unfortunately, Fortunately -Cause and Effect-Because, causing, Therefore, Owing to etc -Uncertainty-possibly, maybe - For similarities-Equally, Similarly, Just as, In the same way etc For differences-In contrast, Compared with, Whereas etc Emphasis-Most of all, Least of all, Most importantly etc Generalisation-Usually, Typically, Many, Some, A few etc</p>	<p>-Metaphor -Personification -Onomatopoeia -How words are related as synonyms and antonyms e.g. big/ large / little</p> <p>Revision of:</p> <p>Word classes – verbs, nouns (including abstract, proper and concrete), adverbs, adjectives, pronouns</p>

Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <ul style="list-style-type: none"> -Use of commas to clarify meaning or avoid ambiguity -Apostrophes (contraction and possession-singular, regular and irregular plural) -Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] -Use of the colon to introduce a list - Use of semi-colons within lists -Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<p>Brackets, dashes or commas to indicate parenthesis</p> <ul style="list-style-type: none"> -Use of commas to clarify meaning or avoid ambiguity -Apostrophes (contraction and possession-singular, regular and irregular plural) -Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] -Use of the colon to introduce a list - Use of semi-colons within lists -Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<p>Consolidate Y5 List :</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity</p>	<p>-Consolidate Y5 List:</p> <ul style="list-style-type: none"> -Rhetorical question -Dashes Brackets/dashes/commas for parenthesis -Colons -Use of commas to clarify meaning or avoid ambiguity -Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. -Use of colon to introduce a list and semi-colons within lists -How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark)
Terminology to consolidate	<p>Punctuation, Letter/ Word, Sentence, Statement, question, exclamation, Command, Full stops/ Capitals , Question mark, Exclamation mark, 'Speech marks', Direct speech, Indirect speech, Inverted commas, Bullet points, Apostrophe contractions/possession, Commas for sentence of 3 – description, action, views/opinions, facts, Colon – instructions, Parenthesis, Bracket- dash, Singular/ plural, Suffix/ Prefix, Word family, Consonant/Vowel, Adjective / noun / noun phrase, Verb / Adverb, Bossy verbs – imperative, Tense (past, present, future), modal verb, Conjunction / Connective, Preposition, Determiner/ generaliser, Pronoun – relative/ possessive, Clause, Subordinate / relative clause, Adverbial, Fronted adverbial, Rhetorical question, Present and past progressive, present perfect; past perfect, Cohesion, Ambiguity, Alliteration, Simile – 'as' / 'like', Synonyms, Metaphor, Personification, Onomatopoeia</p>			
Terminology to introduce	<p>Active and passive voice, Subject and object, Hyphen, Synonym, antonym, Colon/ semi-colon, Bullet points, Ellipsis, Subjunctive</p>			
Spoken Language	<p>Drama and discussion during Reading as a Reader sessions</p> <p>Children should have opportunity for both presentational and exploratory talk during these units</p>	<p>Debate – Harkness Discussions</p>	<p>Presentational Talk – presentation of autobiography</p> <p>Performance Poetry</p>	<p>Presentational Talk – Performance of poetry</p>

Transcription

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</p> <p>Dictations</p> <p><u>New Learning of Y6 objectives</u></p> <ol style="list-style-type: none"> 1. Revision of Y5 spelling list (restaurant, rhythm, secretary, signature, stomach, suggest, system, thorough, variety, vehicle) 2. Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary 3. All homophones from KS2 4. Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary 5. Revision of key spelling objectives from Y3/4 6. <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</p> <p>Dictations</p> <p><u>New Learning of Y6 objectives</u></p> <ol style="list-style-type: none"> 1. Personal spellings from writing 2. Revision of Y3 spelling objectives 3. Revision of Year 4 spelling objectives 4. Revision of Y3 spelling word list 5. Revision of Y4 spelling word list 6. <u>Appendix 1 Word List</u> Revision of all Y5/6 word list
Spelling ongoing	<p><u>Learning Spellings</u></p> <p>Children:</p> <ol style="list-style-type: none"> 7. Learn words taught in new knowledge this term. 8. Group other words for cross curricular teaching. 9. Learn words from personal list. 10. Use the first three or four letters of a word to check its spelling in a dictionary <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	