

English Overview & Progression – Year 6

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p><b>Year 6</b> <b>Wings 5</b> <b>Phase 3</b></p>	<p><b>Text:</b> Classic Extract s- Fiction (2 weeks) <b>Links:</b> History/Social History <b>Reading Focus:</b> Importance of social and historical context in historical texts.</p> <p><b>Text:</b> The Firework Maker’s Daughter - Fiction (3 weeks) <b>Links:</b> Science <b>Reading Focus:</b> Predict/summarise/comment on resolution/review ending.</p> <p><b>Text:</b> Fantastic Mr Dahl – Non-Fiction (1 week) <b>Links:</b> History <b>Reading Focus:</b> Comment on writer’s viewpoint and the effect on the reader</p> <p><b>Text:</b> How To Persuade People – Non-Fiction (2 weeks) <b>Links:</b> Geography and Politics <b>Reading Focus:</b> Identify features of persuasive writing and advertisements.</p> <p><b>Text:</b> Poems to be performed - Poetry (2 weeks) <b>Links:</b> History <b>Reading Focus:</b> <b>How/when/where texts are written/historical context.</b></p> <p><b>Text:</b> Fields Of Glory – Non-Fiction (1 week) <b>Links:</b> History <b>Reading Focus:</b> To identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To add details including dialogue/write a new scene.</li> <li>Punctuating dialogue/recognise and use prepositions.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Rewrite elements/write book review/new ending.</li> <li>Verb choice/powerful paragraphs/meaningful sentences.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a short story in the style of Roald Dahl.</li> <li>Understand a range of ways to add imagination to writing.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write persuasive letter/radio script to advertise a product.</li> <li>Write longer sentences that are correctly punctuated.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a poem as if it was written a long time ago.</li> <li>Recognise and use archaic language.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write imaginative, interesting and thoughtful texts.</li> <li>To construct paragraphs and use cohesion within and between paragraphs.</li> </ul>	<p><u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent causes/ Example: It’s raining; I’m fed up.</li> <li>Use of a colon to introduce a list and use of semi-colons within lists.</li> <li>Bullet points to list information.</li> <li>Hyphens (to avoid ambiguity) Example: man-eating shark and re-cover.</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Example: find out-discover, ask for-request, go in- enter.</li> <li>How words are related by meaning as synonyms and antonyms. Example: big, large, little.</li> <li>Use of the passive to affect the presentation of information in a sentence.: Example: I broke the window in the greenhouse BECOMES The window in the greenhouse was broken.</li> <li>Informal speech structures in writing and speech. Example: He’s your friend, isn’t he?</li> <li>Subjunctive Forms in Formal writing and speech. If I were or Were they to come...</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections such as adverbials.</li> </ul>

## Coverage to support Planning process

			<ul style="list-style-type: none"> <li>Layout devices. Examples: headings, sub-headings, columns, bullets or tables to structure text.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>The 'i before e except after c' rule applies to all words where the sound spelt by ei is i. Examples: deceive, conceive, receive, perceive, ceiling. Exceptions: protein, caffeine, seize.</li> <li>Words containing ough. Examples: ought, bought, thought, rough, tough, enough, Cough, though, although, dough, thorough, borough, plough, bough.</li> <li>Words with silent letters. Examples: doubt, island, lamb, solemn, thistle, knight.</li> <li>Homophones - Words that sound the same but have different spellings/meanings. Examples: advice/advise, device/devise, licence/license, practice/practise, father/farther, guessed/guest, precede/proceed.</li> </ul>
<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Year 6 programme</b></p> <p>-To identify question types and predict where to locate answers from text. -To identify question types in non-fiction text and predict where to locate evidence for answers.</p> <p><b>Non-Fiction</b> To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.</p> <p><b>Fiction</b> To reinforce the skill of interpreting questions.</p> <p><b>Non-Fiction</b> To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p> <p><b>Discursive</b> To reinforce the skill of interpreting questions and locating answers. Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p> <p><b>Short Story (Fiction)</b> To reinforce the skill of interpreting questions and locating answers.</p> <p><b>Non-Fiction</b> To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p>	<p>To identify the structure and language features of Personal Recounts through analysing and grading *examples of Personal Recounts, children will develop their own scoring system which they can use to judge their own recount writing.</p> <p><b>Non-Fiction</b> To identify the main features of non-chronological reports. Through analysing and grading *examples of non-chronological reports children will develop general rules for NC report writing which they can use to form their own scoring system to judge their own writing.</p> <p><b>Persuasive Essay</b> To identify the main features of Persuasive Text. Through analysing and grading *examples of Persuasive text children will develop their own scoring system which they can use to judge their own Persuasive writing.</p> <p><b>Discursive</b> To identify the main features of Discursive Text and compare them with the main features of Persuasive Text. Through analysing and grading *examples of discursive text children will develop their own scoring system which they can use to judge their own discursive writing.</p> <p><b>Short Story (Fiction)</b> To identify the structure and features of Short Stories. Through analysing and grading *examples of Short Stories, children will develop their own scoring system which they can use to judge their own short story writing.</p>	

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<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Year 6 programme</b></p>	<p><b>3rd Person Recount (Newspaper Reports)</b> To identify the differences between Personal Recounts and Newspaper Recounts.</p> <p><b>Non-Chronological Reports</b> To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of non-chronological reports.</p> <p><b>Persuasive</b> To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of persuasive writing.</p> <p><b>Discursive</b> To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of discursive writing.</p> <p><b>Traditional Stories</b> To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of traditional tales.</p> <p><b>Poetry and Play Scripts</b> To review the main features of a play script.</p>	<p><b>3rd Person Recount (Newspaper Reports)</b> To identify the differences between Personal Recounts and Newspaper Recounts Prompt Interpretation - Children will practise identifying the genre being asked for by different writing prompts.</p> <p><b>Non-Chronological Reports</b> To review the main features of non-chronological reports.</p> <p><b>Persuasive</b> To review the main features of persuasive writing.</p> <p><b>Discursive</b> To review the main features of discursive writing.</p> <p><b>Traditional Stories</b> To review the main features of traditional tales.</p> <p><b>Poetry and Play Scripts</b> To review the main features of a play script.</p>
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## Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<b>Overall Coverage</b>	<p><b><u>Reading Milestones</u></b></p> <p><b><u>Pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• 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.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Understand what they read by:               <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</li> <li>- asking questions to improve their understanding;</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>- predicting what might happen from details stated and implied;</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</li> <li>- identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide reasoned justifications for their views.</li> </ul>	<p><b><u>Writing Milestones</u></b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences and select language base on what they have read e.g. literary language, characterisation and structure.</li> <li>• Distinguish between language of speech and writing and choose the appropriate register.</li> <li>• Exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this.</li> <li>• Write narrative that describe setting, characters and atmosphere.</li> <li>• Use dialogue to convey character and advance action.</li> <li>• Select vocabulary and grammatical structures appropriate to the genre.</li> <li>• Use devices to build cohesion.</li> <li>• Use the correct verb tense consistently within and across paragraphs.</li> <li>• Use the full range of punctuation taught at ks2.</li> <li>• Spell all words correctly from the y5/6 spelling list.</li> </ul>