



English Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Warhorse – Michael Morpurgo</i></p> <p>Narrative</p> <p>Fictional recount</p> <p>Non-chronological report</p>	<p><i>War Poets/The Christmas Truce – Carole Ann Duffy</i></p> <p>Free verse *</p> <p>Narrative **</p>	<p><i>Travel Writing</i></p> <p>Persuasive brochure</p> <p>Letter</p>	<p><i>Macbeth – Leon Garfield and other versions</i></p> <p>Narrative – different perspectives **</p>	<p><i>Video stimulus</i></p> <p><i>Extracts from The Invention of Hugo Cabret – Brian Selznick and Stormbreaker – Anthony Horowitz</i></p> <p>Narrative – different perspectives **</p>	<p><i>Giant’s Necklace – Michael Morpurgo</i></p> <p>Journalistic writing / narrative different perspectives **</p>

Due to the generic nature of these objectives, they will be taught and reinforced in every unit:

<p>Reading objectives</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration (KEY READING SKILL – SUMMARISING)</p> <p>+ the KEY READING SKILLS – ACTIVATING PRIOR LEARNING, QUESTIONING, PREDICTING & CLARIFYING</p>
<p>Writing objectives</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (eg the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (eg literary language, characterisation, structure)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p><i>In addition, each writing unit will endeavour to cover relevant objectives outlined in the Teacher Assessment Framework (expected and greater depth standards).</i></p>

Term No. of weeks	Text	Writing Outcome	Key Reading objectives	Key Writing objectives
AUTUMN 1 3 weeks	<i>Warhorse – Michael Morpurgo</i>	Fictional recount	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p>	<p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (ref English Appendix 2 /ref)</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p>
AUTUMN 1 3 weeks	<i>Warhorse – Michael Morpurgo</i>	Narrative	<p>Read age-appropriate books, including whole novels, with confidence and fluency</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p>	<p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p>
AUTUMN 1 1 week	<i>Warhorse – Michael Morpurgo</i>	*Non-chronological report	<p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration (KEY READING SKILL – SUMMARISING)</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by accurately précising longer passages</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader eg headings, sub-headings, columns, bullets or tables eg</p>

<p>AUTUMN 2 3 weeks</p>	<p><i>WW1 War Poetry</i></p>	<p>Poetry – Free verse *</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (ref English Appendix 2 /ref)</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>AUTUMN 2 3 weeks</p>	<p><i>The Christmas Truce – Carole Ann Duffy</i></p>	<p>Narrative **</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for his/her views</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p>

<p>SPRING 1 3 weeks</p>	<p><i>Travel Writing</i></p>	<p>Persuasive brochure</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (eg the use of the first person in a diary; direct address in instructions and persuasive writing /eg)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (ref English Appendix 2 /ref)</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p>
<p>SPRING 1 3 weeks</p>	<p><i>Complaint Letters</i></p>	<p>Persuasive - Complaint Letter</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (eg literary language, characterisation, structure /eg)</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p>

<p>SPRING 2 – 3 weeks</p>	<p><i>Macbeth – Leon Garfield and other versions</i></p>	<p>Letter</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency</p>	<p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (ref English Appendix 2 /ref)</p>
<p>SPRING 2 – 3 weeks</p>	<p><i>Macbeth – Leon Garfield and other versions</i></p>	<p>Narrative – viewpoints/choice</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for his/her views</p>	<p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p>

<p>SUMMER 1</p>	<p><i>Video stimulus</i></p> <p><i>Extracts from</i> <i>The Invention of Hugo Cabret – Brian Selznick and Stormbreaker – Anthony Horowitz</i></p>	<p>Narrative x 2 from</p> <p>The Piano</p> <p>Pere La Chaise</p> <p>The Road</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>TAF – Using full range of punctuation</p> <p>Integrating dialogue focus</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (ref English Appendix</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>ALL EVALUATION OBJECTIVES - INDEPENDENTLY ONLY</p>
<p>SUMMER 2</p>	<p><i>Giant’s Necklace – Michael Morpurgo</i></p>	<p>Journalistic writing / narrative different perspectives **</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>TAF – Using full range of punctuation/Range of purposes/appropriate form</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (eg the use of the first person in a diary; direct address in instructions and persuasive writing /eg)</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (eg literary language, characterisation, structure /eg)</p> <p>Draft and write by accurately précising longer passages</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader eg headings, sub-headings, columns, bullets or tables /eg</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>ALL EVALUATION OBJECTIVES - INDEPENDENTLY ONLY</p>