

## English Long term Overview

Year 6						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
English	<p>Fiction: Adventure story based on The Journey</p> <p>Final Write: Plan, draft and write a story with a journey.</p>	<p>Poetry: Narrative poem based on The Peppered Moth.</p> <p>Final Write: Plan, draft and write a narrative poem that includes figurative language and tells a story.</p>	<p>Fiction: Titanium.</p> <p>Final Write: Plan, write and draft a Science Fiction story.</p>	<p>Poetry: Slam Poetry based on poems about environmental issues.</p> <p>Final Write: Plan, draft and write a poem about something that is important to them, with a focus on performance and delivery.</p>	<p>Fiction: Horror story based on Boy in the Tower.</p> <p>Final Write: Plan, draft and write a story with an element of horror.</p>	<p>Fiction: Play Script: Focus on Taming of the Shrew.</p> <p>Final Write: Plan, write and draft a play based on Taming of the Shrew.</p>
	<p>Non-fiction: Escape from Robben Island.</p> <p>Final Write: Plan, draft and write a detailed set of instructions, with a focus on adverbials.</p>	<p>Non-fiction: Advert for Enterprise idea.</p> <p>Final Write: Plan, write and draft an advert based on the idea for Enterprise.</p>	<p>Non-fiction: Non Chronological report on Shackleton.</p> <p>Final Write: Plan, write and draft a report based on the adventures of Shackleton.</p>	<p>Non-fiction: Reading Journal</p> <p>Final Write: Plan, draft and write a book review on Girl of Ink and Stars.</p>	<p>Non-fiction: Autobiography.</p> <p>Final Write: Plan, write and draft their own biography.</p>	<p>Non-fiction: Letter Writing</p> <p>Final Write: Plan, draft and write a letter to my new teacher.</p>
Grammar Special Focus	<p>Fronted adverbials, expanded noun phrases, subordinating conjunctions, adverbs,</p>	<p>Tenses, cohesion, passive and active voice, formal and informal language, personification, metaphors</p>	<p>Punctuation (hyphens, colons, semi-colons, dashes) Bullet points,</p>	<p>Pronouns, cohesive devices, conjunctions, tenses, adverbials,</p>	<p>Punctuation (hyphens, colons, semi-colons, dashes) Bullet</p>	<p>Tenses, cohesion, passive and active voice,</p>

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<p><i>Grammar starters</i></p> <p><i>Learning environment /walls</i></p> <p><i>D.I.R.T</i></p> <p><i>Embedded into lessons including cross-curricular</i></p> <p><i>Targeted reading at home questions.</i></p> <p><i>Early Morning Work</i></p> <p><i>Homework</i></p>	<p>cohesion (determiners, ellipses, conjunctions) (Descriptive writing through scene setting, creating an atmosphere)</p>	<p>and similes, figurative language.</p>	<p>sub-headings, columns</p>	<p>formal and informal language. (Revision)</p>	<p>points, sub-headings, columns</p>	<p>formal and informal language, personification, metaphors and similes, figurative language.</p>
<p><b>Spelling</b></p> <p><i>15 minutes spelling lessons 3x a week</i></p>	<p>Suffixes -ough Orange words Homophones and other words that are often confused. Unit 1-3</p>	<p>Suffixes Orange words Orange words The Sh sound - ti/ci Homophones Unit 4-6</p>	<p>Sh spelt so or sso Orange words Silent letters Orange words Ei and it words Hyphens Unit 7-9</p>	<p>-ible and -able Common mistakes Plural nouns Orange words Plural nouns Homophones Unit 10-12</p>	<p>SATs focus Dictation</p>	<p>Dictation</p>



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Reading						
<b>Reading Comprehension Text</b>  <i>Daily Reading comprehension lessons.</i>	Journey to Jo'Burg Coming to England	The Graveyard Book	Survivors	Girl of Ink and Stars	The Boy in the Tower	Taming of the Shrew
<b>Class Reader</b>  <i>15-20 minutes timetabled teacher reading aloud.</i>	Journey to Jo'Burg Coming to England	The Graveyard Book	Survivors	Girl of Ink and Stars	The Boy in the Tower	

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Reading Special Focus	VIPERS Vocab:	VIPERS Inference:	VIPERS Prediction:	VIPERS Explaining:	VIPERS Retrieval:	VIPERS Summarise:
<p><i>one focus lesson a week</i></p> <p><i>Learning environment/walls</i></p> <p><i>D.I.R.T</i></p> <p><i>Embedded into lessons including cross-curricular</i></p> <p><i>Targeted reading at home questions.</i></p> <p><i>Early Morning Work</i></p>	<p>Evaluate how authors use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>Explore the meaning of words in context.</p>	<p>Drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Make inferences about events, feelings, states backing these up with evidence.</p> <p>Infer characters feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw from evidence from different places across the text.</p>	<p>Predicting what might happen from details stated and implied. Support predictions by using relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>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>Children confidently skim and scan and also use the skill of reading before and after to retrieve information.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Make comparisons across different books.</p>



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