



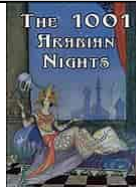



Year 6 English Yearly Overview

	Autumn		Spring		Summer	
Key Texts						
	<p>Make plausible predictions.</p> <p>Make regular, brief summaries.</p> <p>Understand what is implied about characters.</p> <p>Apply appropriate strategies to find the meaning of unfamiliar vocabulary.</p>	<p>Read aloud different texts, including poetry, discussing and drawing out similarities and relationships of theme, format and language.</p> <p>Analyse how the structure of a poem supports the expression of moods, feelings and attitudes.</p>	<p>Collect unfamiliar vocabulary from texts they have read, define meanings.</p> <p>Record details retrieved from the text about characters, events and ideas.</p> <p>Link what they have just read to what they know to make inferences and deductions.</p>	<p>Retrieve information from texts and evaluate its usefulness.</p> <p>Record important details retrieved from a text.</p> <p>Compare different types of information texts.</p>	<p>Identify and discuss idiomatic phrases, expressions using appropriate technical vocabulary.</p> <p>Comment critically on how a writer uses language.</p> <p>Consider how authors have introduced and extended ideas.</p>	<p>Ask effective questions that will help them clarify their understanding of the text or topic they are researching.</p> <p>Identify when they do not understand the vocabulary - apply appropriate strategies to clarify the meaning.</p>
	<p>Recap Year 5 SPAG</p> <p>Explore how words are related by meaning as synonyms and antonyms.</p>	<p>Formal speech and writing, including subjunctive forms.</p> <p>Recognising subjective forms.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Use of parenthesis</p>	<p>Use of semi-colons within lists.</p> <p>Relative clauses.</p> <p>Use of modal verbs to indicate degrees of possibility.</p> <p>Use of adverbs to indicate degrees of possibility.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use of expanded noun phrases.</p>	<p>Year 6 SPAG consolidation.</p>

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<p align="center">Writing Composition focus</p>	<p>Writing diary entries.</p> <p>Writing in role – first person narratives.</p> <p>Use organisational and presentational devices to structure text.</p> <p>Biographical writing of Queen Victoria.</p>	<p>Describing settings, select appropriate grammar and vocab.</p> <p>Evaluate and edit to assess the effectiveness of their own and others' writing.</p> <p>Describing characters, select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p>	<p>Persuasive writing, identify an audience and purpose, selecting appropriate form and use other similar writing as model.</p> <p>Effective use of formal tone.</p> <p>Use further organisational and presentational devices to structure text and guide the reader.</p>	<p>Record and present information derived from different sources.</p> <p>Alternative vocabulary and syntax choices.</p> <p>Create own characters using vocabulary, grammar and structure to convey meaning.</p> <p>Use ambitious vocabulary in their own writing.</p>	<p>Compare and contrast different stories within 1001 Arabian nights.</p> <p>Writing in role – letters from a character in 1001 Arabian nights.</p> <p>Writing to persuade-advertisement for a flying carpet.</p> <p>Write dialogue between different characters.</p>	<p>Create and describe a character suitable for a stage production, selecting ambitious vocabulary, syntax an imagery.</p> <p>Writing in role as a Lady Macbeth.</p> <p>Writing newspaper articles making use of a range of conventions.</p>
<p align="center">Speaking and listening focus</p>	<p>Expand their vocabulary, through questioning, listening, reading and experimenting and use subject related words appropriately</p>	<p>Independently articulate and justify answers, arguments and opinions.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing complex feelings</p>	<p>Adapt talk confidently for the requirements of an increasing range of contexts and purposes</p>	<p>Use multimedia to make a presentation to the class, responding positively and constructively to feedback.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>