

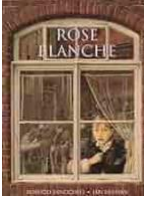
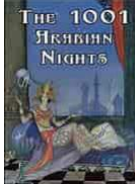

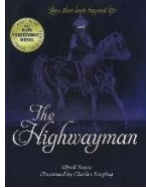


Year 6 English Yearly Overview

	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>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>Record details retrieved from the text about characters, events and ideas.</p> <p>Compare different types of information texts.</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>Collect unfamiliar vocabulary from texts they have read, define meanings.</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>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>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>

Year 6 English Yearly Overview

Writing Composition focus	<p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning in a first person narratives.</p> <p>Use organisational and presentational devices to structure non-fiction writing.</p>	<p>Evaluate and edit to assess the effectiveness of their own and others' writing.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Note and develop initial ideas drawing on reading and research when writing a biography.</p>	<p>Identify the audience and purpose of the writing, selecting appropriate form and use other similar writing as model.</p> <p>Use organisational and presentational devices to structure text and guide the reader.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p>	<p>Precising longer passages and proposing changes to grammar and punctuation to clarify meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Write narratives to describing setting, characters and atmosphere integrating dialogue to convey character and advance the action.</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register when writing a non-fiction text.</p> <p>Consider how authors have developed character and setting when writing narratives.</p>	<p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register when writing a non-fiction text.</p>
Speaking and listening focus	<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>