
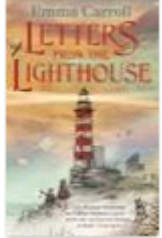


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 6	<ul style="list-style-type: none"> Film narrative Stories in unfamiliar settings (historical, geographical etc.) Narrative techniques e.g. flashbacks, multiple narrators etc. Author study Classic fiction Shakespeare study 	<ul style="list-style-type: none"> Non-chronological reports Recounts (including newspaper reports, autobiography/ biography) Instructions Persuasion Discussion (use of mixed genre throughout) 	<ul style="list-style-type: none"> Free verse (personification) Structured poetry Classic poetry

Writing Style Guide - Year 6

- Use symbolism in stories and poetry
- Build an extended image
- Use assonance
- Use consonance
- Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.
- Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.
- Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.
- Make use of flashbacks
- Write in third person multiple (several points of view)
- Establish and maintain a theme e.g. loneliness
- Use adjectives of smell e.g. acrid
- Create a subtle mood

Read Aloud to Year 6	Book Study	Author/ Genre Box
 <p>Wonder by R J Palacio</p>	 <p>Letters from the Lighthouse by Emma Carroll</p>	<p>Historical Fiction (Michael Morpurgo, Robert Westall, Emma Carroll etc)</p> <p>C.S. Lewis – The Chronicles of Narnia</p>

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 6 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Give and justify an opinion in an appropriate manner (History) Make notes when listening for a sustained period Use the conventions and language of formal debate (History)</p> <p>Drama Interpret and rehearse scenes from published plays (Summer term)</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres Discuss and compare a range of children's authors and poets Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate</p> <p>Reading Comprehension Check that the text makes sense to them and use questioning and discussion to further their understanding Empathise with emotions in deeper texts Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings Explain the series of choices an author has made in structuring and organising their text Identify formality in texts and the use of standard and non-standard English Compare differing purposes and viewpoints in texts on similar topics (History) Explain in detail how the contexts in which texts are written contribute to meaning</p> <p>Being a Researcher Extend note-taking by grouping and linking notes and using abbreviations Orchestrate a full range of research skills to conduct and present an independent research project (Summer term)</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Ensure writing is lively interesting and thoughtful Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate word order for effect Use reported speech appropriately Use speech to convey and develop a character Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new techniques to their repertoire Select and use stylistic devices to support the purpose and effect of writing</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Understand the basic subject, verb, object structure of a sentence Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page Use the 'perfect form' of verbs for effect Understand how colons are used Use colons appropriately Understand how to use punctuation with bullet points. Use punctuation consistently with bullet points (Science instructions)</p>
<p>Transcription</p> <p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task</p>		