
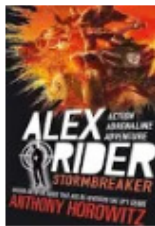



Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 6	<ul style="list-style-type: none"> Film narrative Stories in unfamiliar settings (historical, geographical etc.) Narrative techniques e.g. flashbacks, multiple narrators etc. Author study Classic fiction Shakespeare 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

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).

Read Aloud to Year 6	Book Study		Author/ Genre Box
 <p>Pig-Heart Boy By Malorie Blackman</p>	 <p>Stormbreaker By Anthony Horowitz</p>	 <p>Harry Potter and the Philosopher's Stone By J.K. Rowling</p>	Detective/ Spy Fiction (Murder most Unladylike series by Robin Stevens, Artemis Fowl by Eoin Colfer etc) Anthony Horowitz author study

Objectives for Year 6 Term 2

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

Spoken Language	Reading	Writing
<p><u>Speaking, Listening and Discussion</u> Agree and disagree constructively with others' views Identify and adopt the features of formal register Successfully counter another argument during a debate or discussion <u>Drama</u> Sustain a character in role</p>	<p><u>Word Reading</u> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <u>Being a Reader</u> Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including classic fiction Discuss and compare a range of children's authors and poets (including classic authors) Read for a range of purposes Learn classic poems by heart 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, maintaining a focus on the topic and using notes where necessary <u>Reading Comprehension</u> 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 (Book Study) 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 Describe and evaluate the choices an author has made in their use of language Explain purpose and viewpoint with reference to evidence in the text Explain in detail how the contexts in which texts are written contribute to meaning <u>Being a Researcher</u> 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 (Plus Summer term)</p>	<p><u>Planning, Composing and Evaluating</u> 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 Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Ensure writing is controlled and balanced Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables (Science) Manipulate the reader Add depth and detail to paragraphs Use speech to advance action 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 <u>Grammar, Punctuation and Vocabulary</u> Use correct grammatical terminology when discussing their writing Understand and recognise active and passive voice Understand and explore synonyms and antonyms Use passive voice appropriately in writing Understand how semi-colons are used Use semi-colons appropriately Understand how dashes are used for marking the boundaries between independent clauses Use dashes to mark the boundaries between independent clauses Understand how hyphens are used Use hyphens appropriately</p>
<p><u>Transcription</u> <u>Spelling</u> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend Choose the correct spelling by using a visual strategy ('Does it look right?') <u>Handwriting and Presentation</u> Develop a neat, personal, handwriting style Use an appropriate and cohesive style in work produced using on-screen media</p>		