

Year 6 – English Overview by Genre

Objectives for all units of work	<ul style="list-style-type: none"> - Plan their writing by identifying the audience and matching the content and language to this audience appropriately - Use capital letters; full stops; exclamation marks; question marks; commas for lists and for fronted adverbials; ' for contractions and possession correctly - Evaluate and effectively edit the accuracy of writing: punctuation and spelling - Evaluate and improve writing by assessing the appropriacy and effectiveness of their own and others' writing in relation to the audience and purpose - Evaluate and effectively edit the accuracy of writing: grammar (including singular / plural agreement) and use of tenses - Draft and write by using a wide range of devices to build cohesion within paragraphs - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis. - Use clauses (main, subordinate and relative), conjunctions and phrases (prepositional, expanded noun phrase, adverbial) accurately to form an accurate and effective range of sentences - Identify and use grammatical terminology for cohesive devices: synonyms, conjunctions, adverbials of time (e.g. as a consequence) and place (e.g. everywhere), pronouns (including relative pronouns) and ellipsis
Dependent on genre	<ul style="list-style-type: none"> - Write effectively in order to entertain, persuade, inform or explain using appropriate formality: language, grammatical structures and features
Specific Grammar Objectives	<ul style="list-style-type: none"> - Identify and use grammatical terminology for cohesive devices: synonyms, conjunctions, adverbials of time (e.g. as a consequence) and place (e.g. everywhere), pronouns (including relative pronouns) and ellipsis - Use a variety of verb tenses appropriately: past perfect, past simple, present perfect, present simple, future, progressive - Indicate grammatical and other features by using hyphens to avoid ambiguity within words (well-made) and when using prefixes (co-operate) - Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) - Identify subject and object within sentences. - Use grammatical terminology for Year 6 understanding how words are related by meaning. - Indicate grammatical and other features by using hyphens to avoid ambiguity within words (well-made) and when using prefixes (co-operate)
Spelling objectives to be taught across the year	<ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them: cious / tious; cial / tial; ant / ance / ancy / ent / ence / ency; ible / able / ably / ibly; fer - Spell words with 'silent' letters (for example, knight, psalm, solemn) - Continue to distinguish between homophones and other words which are often confused (as listed in English Appendix 1, including practice / practise, principle / principal ; brought / bought, past / passed) - Show understanding of morphology and etymology in spelling through categorisation of words and use of root words and word families - Know the spellings of words from the National Curriculum Year 3/4 word list and 5/6 word list - Use dictionaries to check the spelling and meaning of words including those of uncommon or more ambitious vocabulary. Use thesauruses to vary language effectively

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Fiction			
Topic	Genre	Objective taught through narrative genre.	Objectives recapped
Revolution	Narrative	<ul style="list-style-type: none"> - Plan their writing by noting and developing initial ideas, drawing on reading and research, including consideration for how authors have developed characters and settings - Draft and write and describing a variety of settings and characters effectively - Draft and write to create atmosphere using a range of language choices (including figurative language, grammatical structures and punctuation) 	- Year 5 Key Objectives
	Biography/ Autobiography	<ul style="list-style-type: none"> - Write effectively in order to inform, using appropriate formality: language, grammatical structures and features - Use clauses (main, subordinate and relative), conjunctions and phrases (prepositional, expanded noun phrase, adverbial) accurately to form an accurate and effective range of sentences 	- Year 5 Key Objectives
Frozen Kingdom	Narrative Rainbow Bear	<ul style="list-style-type: none"> - Draft and write by integrating dialogue to convey character and advance the action in narratives - Indicate grammatical and other features by using inverted commas and other punctuation to indicate dialogue (including alternative placement for the speech within sentences) - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis - Distinguish between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues) 	<ul style="list-style-type: none"> - Plan their writing by noting and developing initial ideas, drawing on reading and research, including consideration for how authors have developed characters and settings - Draft and write and describing a variety of settings and characters effectively
A Child's War	Narrative The Arrival	<ul style="list-style-type: none"> - Use a variety of verb forms appropriately: modals, passive, active, subjunctive - Identify synonyms and antonyms. - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis 	<ul style="list-style-type: none"> - Draft and write to create atmosphere using a range of language choices (including figurative language, grammatical structures and punctuation) - Draft and write and describing a variety of settings and characters effectively

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		<ul style="list-style-type: none"> - Indicate grammatical and other features by using semi-colons and colons to mark boundaries between independent clauses and for lists 	<ul style="list-style-type: none"> - Draft and write by integrating dialogue to convey character and advance the action in narratives - Indicate grammatical and other features by using inverted commas and other punctuation to indicate dialogue (including alternative placement for the speech within sentences) - Distinguish between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues)
Hola Mexico	Narrative The Rain Player	<ul style="list-style-type: none"> - Indicate grammatical and other features by using semi-colons and colons to mark boundaries between independent clauses and for lists 	<ul style="list-style-type: none"> - Plan their writing by noting and developing initial ideas, drawing on reading and research, including consideration for how authors have developed characters and settings - Draft and write and describing a variety of settings and characters effectively - Identify synonyms and antonyms. - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis - Indicate grammatical and other features by using semi-colons and colons to mark boundaries between independent clauses and for lists
Gallery Rebels	Narrative Linked to painting – Starry Night	All objectives taught – recapping and further independent writing opportunities.	
Darwin's Delights	Narrative The Great Kapok Tree 2 weeks		

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Non-Fiction			
Topic	Genre	Objective taught through non-fiction genre	Objectives recapped
Revolution	Biography/ Autobiography	<ul style="list-style-type: none"> - Write effectively in order to inform, using appropriate formality: language, grammatical structures and features - Use clauses (main, subordinate and relative), conjunctions and phrases (prepositional, expanded noun phrase, adverbial) accurately to form an accurate and effective range of sentences - 	-
	Non- Chronological Report Information Text	<ul style="list-style-type: none"> - Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis 	
		-	- Year 5 Key Objectives
Frozen Kingdom	Recounts Diary Entries 1 week	<ul style="list-style-type: none"> - Identify synonyms and antonyms. - Draft and write by using a wide range of devices to build cohesion within paragraphs 	- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis
	Recounts Newspaper Reports 2 weeks	<ul style="list-style-type: none"> - Indicate grammatical and other features by using inverted commas and other punctuation to indicate dialogue (including alternative placement for the speech within sentences) - Distinguish between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues) - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis 	- Identify synonyms and antonyms.

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	<p>Formal Letter Writing (Complaint)</p> <p>1 week</p>	<ul style="list-style-type: none"> - Indicate grammatical and other features by using semi-colons and colons to mark boundaries between independent clauses and for lists - Use a variety of verb forms appropriately: modals, passive, active, subjunctive 	<ul style="list-style-type: none"> - Identify synonyms and antonyms. - Distinguish between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues) - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis
A Child's War	<p>Informal Letter Writing (Persuasive)</p> <p>1 week</p>		<ul style="list-style-type: none"> - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis - Distinguish between the language of speech and writing and choosing the appropriate register (e.g. using contracted forms in dialogues) - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis - Use a variety of verb forms appropriately: modals, passive, active, subjunctive
	<p>Non-Chronological Report</p> <p>Leaflet (Evacuee Survival Guide)</p> <p>1-2 weeks</p>		<ul style="list-style-type: none"> - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis - Indicate grammatical and other features by using semi-colons and colons to mark boundaries between independent clauses and for lists - Identify synonyms and antonyms. - Draft and write by using a wide range of devices to build cohesion within paragraphs
	<p>Recount</p>		<ul style="list-style-type: none"> - Use dashes, commas and brackets to appropriately punctuate sentences, including the use of parenthesis

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	Diary Entries (Anne Frank) 1-2 weeks		<ul style="list-style-type: none"> - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis
Hola Mexico	Non-Chronological Report (Mayans)	-	<ul style="list-style-type: none"> - Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) - Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of conjunctions and adverbials of time and place, such as on the other hand, in contrast, or as a consequence), pronouns, synonyms and ellipsis
Gallery Rebels	Biography (about an artist) 2 weeks	All objectives taught – recapping and further independent writing opportunities.	
Darwin's Delights	Persuasive Writing – Letter 2 weeks		

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	Non- Chronological Report		
	Information text or Leaflet		
	2 weeks		

Poetry			
Topic	Genre	Objectives taught through poetry genre (including reading objectives)	Features of the type of poetry.
Frozen Kingdom	Haikus	<ul style="list-style-type: none"> - Draft and write to create atmosphere using a range of language choices (including figurative language, grammatical structures and punctuation) - Identify synonyms and antonyms. - Apply a range of punctuation. 	<ul style="list-style-type: none"> - The haiku Originates from Japan, and is similar in structure to a Tanka poem. - The mood of a haiku is generally serious, and can relate to many themes, including nature or love. - The line structure is as follows: o Line 1: 5 syllables; - Ask children to select rhyming words to end lines 1 and 3. Fairlawn Primary School Poetry Curriculum 2015-16 6 I love the summer. (5) o Line 2: 7 syllables; o Line 3: 5 syllables. (14 in total). - Each line starts with a capital letter.

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			<ul style="list-style-type: none">- E.g. The sky is so blue. (5) The sun is so warm up high.(7)
Gallery Rebels	Narrative Poem (linked to a painting)		<ul style="list-style-type: none">- This style of poetry do not follow a set syllable pattern or rhyme scheme.- They may be written on a range of themes.- For narrative poetry, children should analyse how these are similar to and different from other styles of narrative writing.