

SUBJECT:	English	YEAR GROUP:	6
PURPOSE OF STUDY			
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>			
THE NATIONAL CURRICULUM FOR ENGLISH AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Read easily, fluently and with good understanding • Develop the habit of reading widely and often, for both pleasure and information Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 		<p>Cross curricular links:</p> <ul style="list-style-type: none"> • History – ancient civilisations • RSHE – Different lifestyles and challenges people may face, British Values, ethical and moral dilemmas, different cultures, disabilities, dreams, goals and aspirations. 	
TOPICS COVERED:			
<ul style="list-style-type: none"> • Greek myths • Harry Potter and the Chamber of Secrets • The boy at the back of the class • Pig Heart Boy • Because of Mr Terupt • The family from One End Street 			

INTENT OF SUBJECT:

Pupils will develop an understanding of mythology and will develop skills relating to developing their own characters and use this within their own writing. Pupils will then develop their planning, writing, proofreading and editing skills to write for a range of purposes. Pupils will develop a greater understanding of features and language used in a range of text types and apply these in their own writing. Pupils will show understanding of what has been read through making predictions, inferences and retrieving information. Pupils will develop awareness of sentence types, word classes, grammar and vocabulary and how to use these accurately. Pupils will develop understanding of descriptive writing techniques and use these within their own writing and develop skills to answer test questions, applying knowledge they have learnt.

SKILLS OVERVIEW BY HALF TERM:
AUTUMN ONE

- Make predictions using information from the text
- Retrieve information from text
- Make inferences using information from text
- Develop descriptive writing techniques
- Complete character descriptions and narratives.
- To develop skills to write for a range of purposes, using key features needed.
- Discussion
- Asking questions
- Using evidence from text to support answers
- Summarising main ideas in a text
- Discuss and evaluate author's techniques and language choices.
- Challenging views courteously
- Developing spelling
- Using a dictionary
- Using a thesaurus.
- Planning writing
- Writing passages of increasing length.
- Written and verbal evaluation of own and other's work.
- Understanding how to use different punctuation.
- Applying a range of punctuation accurately.

AUTUMN TWO

- Make predictions using information from the text
- Retrieve information from text
- Make inferences using information from text
- Develop descriptive writing techniques
- Complete character descriptions and narratives.
- Develop understanding of different types of non-fiction text.
- Develop understanding of features and techniques used in non-fiction text.
- Writing non-fiction texts, including key features.
- Discussion
- Planning writing
- Writing passages of increasing length.
- Written and verbal evaluation of own and other's work.
- Understanding how to use different punctuation.
- Applying a range of punctuation accurately.
- Develop an understanding of vocabulary and the meaning of this in context.
- Speaking and listening skills
- Deliver a speech.
- Develop understanding of
- Develop proofreading and editing skills.
- Develop understanding of adverbials and imperative verbs and apply in own writing.

SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • Make predictions using information from the text. • Retrieve information from text. • Make inferences using information from text. • Develop descriptive writing techniques. • Apply descriptive writing techniques. • Character profiles. • Develop understanding of sentence structures. • Develop understanding of word classes • Develop understanding of different text types. • Develop understanding of features used in different text types. • Develop understanding of punctuation, including speech. • Use punctuation accurately, including speech. • Groupwork • Communication • Speaking and listening • Proofreading and editing skills. 	<ul style="list-style-type: none"> • Make inferences using information from text. • Assessment of own and other people’s writing • Develop skills to write for a range of purposes. • Identify and use formal and informal language. • Discussion • Debating skills • Challenging views courteously. • Developing proofreading and editing skills. • Applying proofreading and editing skills. • Presentation skills. • Identify key features used in texts for different purposes. • Apply key features when writing for different purposes. • Develop descriptive writing techniques. • Apply descriptive writing techniques to short story. • Speaking and listening • Teamwork • Communication
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • To develop understanding of word classes. • To develop understanding of sentence structures. • To develop understanding of a range of punctuation. • To use a range of punctuation accurately. • To develop understanding of a range of grammar. • To apply grammar accurately in own work. • To retrieve information from text. • To make inferences using the text for evidence. • To summarise key points within a text. • Develop descriptive writing techniques. 	<ul style="list-style-type: none"> • Make predictions from details stated and implied. • Make inferences using evidence from the text. • Summarising main ideas. • Participate in discussions. • Identify features used in non-fiction texts. • Apply features of non-fiction texts to own writing. • Evaluate own and other’s writing. • Develop understanding of descriptive writing techniques – adjectives, adverbs, similes, metaphors, conjunctions. • Apply descriptive writing techniques.

- Apply descriptive writing techniques to character descriptions and narratives.
- To develop research skills using information texts and online.
- To develop understanding of features used in non-fiction texts.
- Apply features when writing non-fiction text.
- Proofreading and editing skills.
- Plan and write for a range of purposes.

- Proofreading and editing
- Plan own writing
- Producing writing that is aimed at the correct audience and fulfils its intended purpose.
- Writing passages of increasing length.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Develop speaking and listening skills.
- To develop understanding of author's purpose.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.