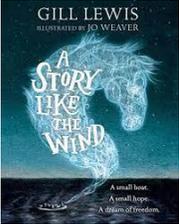
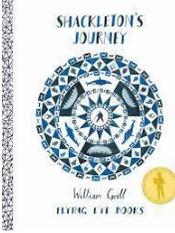




Rice Lane Primary School English Overview: Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
<p>1 Week Whole School Grammar Focus</p> <p>Float by Daniel Miyares</p> 	 <p>A Story Like the Wind Gill Lewis</p>	 <p>The Origin of the Species Sabina Radeva</p> <p>Darwin: An Exceptional Voyage Fabien Grolleau</p>	 <p>The Ways of the Wolf Smriti Prasadam-Halls</p> <p>Wolves in the Wall Neil Gaiman</p>	 <p>Shackleton's Journey William Grill</p>	 <p>Hansel & Gretel Neil Gaiman</p>
 <p>Rose Blanche Roberto Innocenti</p> <p>The Diary of Young Girl Anne Frank</p>					
Writing Outcome & Writing Purpose					
<p>Recount: Diary</p> <p>Purpose: To recount</p>	<p>Narrative: Flashback Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Discovery Narrative</p> <p>Purpose: To narrate</p>	<p>Recount: First Person Narrative</p> <p>Purpose: To narrate</p> <p>Discussion: Balanced Argument</p> <p>Purpose: To discuss</p>	<p>Narrative: Endurance Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Dual Narrative</p> <p>Purpose: To narrate</p>
<p>Incidental Writes:</p> <p>Pg 12 – turn expanded noun phrases into passage.</p> <p>Pg 19 – turn parenthesis sentences into passage.</p>	<p>Incidental Writes:</p> <p>Pg 14 – write setting description</p>	<p>Incidental Writes:</p> <p>Pg 12 – Write prediction in form of an argument</p> <p>Pg 16 – Write setting description</p>	<p>Incidental Writes:</p> <p>Use writing outcomes</p>	<p>Incidental Writes:</p> <p>Pg 13 – use vocabulary in an extended passage.</p> <p>Pg 14 – similes within paragraph</p>	<p>Incidental Writes:</p> <p>Pg 14 – setting description</p> <p>Pg 15 – write conversation between characters</p> <p>Pg 17 – Tanka poem</p>
<p>Recount: Bravery Speech Award</p> <p>Purpose: To recount & inform (hybrid)</p>	<p>Recount: Newspaper Report</p> <p>Purpose: To recount</p>	<p>Explanation: Adaptation</p> <p>Purpose: To explain</p>	<p>Information Text: Wolves</p> <p>Purpose: To inform</p> <p>Narrative: Suspense Narrative</p> <p>Purpose: To narrate</p>	<p>Recount: Magazine Article</p> <p>Purpose: To recount</p>	<p>Persuasion: Letter</p> <p>Purpose: To persuade</p>

Incidental write: Pg 48 – Children write passage about bravery	Incidental Writes: Pg 47 – develop sentences into a passage.	Incidental Writes: Use writing outcomes	Incidental Writes: Use writing outcomes	Incidental Writes: Pg 45 – Write in role to request sponsorship	Incidental Writes: Use writing outcomes

Grammar: Word

Build on previous learning & focus on:

Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
---	---	--	--	--	--

Grammar: Sentence

Build on previous learning & focus on:

The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	The difference between structures typical of informal speech and structures appropriate to formal Use of passive voice to affect the presentation of information in a sentence	The difference between structures typical of informal speech and structures appropriate to formal	Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech The use of the subjunctive form in some very formal speech and writing Wish – if I were...	Use of the passive to affect the presentation of information in a sentence	The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...
---	---	---	--	--	--

Grammar: Text

Build on previous learning & focus on:

Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Use passive verbs to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
---	---	---	--	--	---

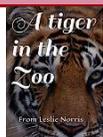
Grammar: Punctuation

Build on previous learning & focus on:

Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
---	---	---	---	--	---

Terminology for pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Poetry



A Tiger in the Zoo

Leslie Norris



The Sea

James Reeves



Sonnet Written at the Close of Spring

Charlotte Smith

Unit Outcome: To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity.

Unit Outcome: To write a narrative poem about a journey across the sea, including personification of the waves.

Unit Outcome: To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.

Vocab: captive, captivity, captivating, stalk, immortal, sinew, glimpse, jaundice, encompass, dignity
NC Word List: appreciate, desperate, disastrous, environment, existence, identity, interfere, muscle, persuade, sacrifice

Vocab: abiding, clashing, ebb, frisk, frolic, prowling, boughs, descending, dreary, hunch-shouldered, mane, rave, riot, cobblestones, haunches, tyrant
NC Word List: aggressive, appreciate, conscious, desperate, disastrous, lightning, mischievous, rhythm

Vocab: boughs, brook, dell, fair, fond, frail, garland, grove, humanity, linger, placid, slumber, solitude, spangled, splendour, wove, wreath, zephyr
NC Word List: ancient, appreciate, foreign, marvellous, rhyme, rhythm, variety

Spellings
 Build on previous learning & focus on:

Unit 1: Suffixes (i)
 Special Focus 1: Words containing the letter-string **ough**
 Unit 2: Suffixes (ii)
 Special Focus 2: Orange words
 Unit 3: Suffixes (iii)
 Special Focus 3: Homophones and other words that are easily confused
 Unit 4: Suffixes (iv)
 Special Focus 4: Orange words

Unit 5: Suffixes (v)
 Special Focus 5: Orange words
 Unit 6: The *sh* sound spelt **ti** or **ci**
 Special Focus 6: Homophones
 Unit 7: The *sh* sound spelt **si** or **ssi**
 Special Focus 7: Orange words
 Unit 8: Silent letters
 Special Focus 8: Orange words

Unit 9: The spellings **ei** and **ie**
 Special Focus 9: Hyphens
 Unit 10: Words ending in **-ible** and **-able**
 Special Focus 10: Common mistakes
 Unit 11: Plural nouns (i)
 Special Focus 11: Orange words
 Unit 12: Plural nouns (ii)
 Special Focus 12: Homophones and other words that are easily confused.

Handwriting

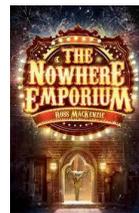
Revising prior learning.
 Children to work on dictation materials with a focus on speed and accuracy.

Reading

Storytime



Letters from the Lighthouse
 Emma Carroll



The Nowhere Emporium
 Ross MacKenzie



Eren
 Simon P Clark

Whole Class Reading	Fiction					
	Letters from the Lighthouse Emma Carroll (<i>History</i>)	I Am Malala Malala Yousafzai	The Nowhere Emporium Ross MacKenzie	Boy in the Tower Polly Ho Yen	The Wolf Wilder Katherine Rundell	How the Whale Got His Throat Rudyard Kipling
	Goodnight Mister Tom Michelle Magorian (<i>History</i>)	No Ballet Shoes in Syria Catherine Bruton (<i>link to English text</i>)	Darwin's Dragons Lindsay Galvin (<i>Science/ English link</i>)	Once Morris Gleitzman (<i>History Autumn 1</i>)	The Hero Twins Smithsonian (<i>History</i>)	Journey to the River Sea Eva Ibbotson
	Viking Boy Tony Bradman (<i>Y5 History link</i>)	Beetle Boy MG Leonard (<i>link to below NF scarabs text</i>)	The Ocean Maker Literacy Shed video	Tom's Midnight Garden Philippa Pearce		Uncle Montague's Tales of Terror Chris Priestley
	Rooftoppers Katherine Rundell (<i>author link to summer term</i>)	Loteria de Navidad Literacy Shed Video				
	Non- Fiction					
	50 Things You Should know about WW2 Simon Adams	Scarabs (<i>link to Beetle Boy</i>)	Moth (<i>Science/ English</i>)	Can We Save the Tiger? Martin Jenkins	Plastic Planet Georgia Amson-Bradshaw	Planet Earth Videos David Attenborough
		Clemen-Crime (<i>link to English – genre newspaper</i>)	Hidden – Like Anne Frank Marcel Prins (<i>History, Autumn 1</i>)			
	Poetry					
	Poetry: The Listeners Walter De La Mare	Poetry: Peer Pressure Karl Nova (PSHE link)	Poetry: We Wear the Mask Paul Laurence Dunbar	Poetry: The Mask Mary Angelou	Poetry: Matilda, Who Told Lies and Was Burned to Death Hillaire Belloc	Happier Song by Bastille
Song: A Change is Going to Come Sam Cooke						
<i>Links to previous History unit</i>	<i>Links to English text</i>	<i>Links to Spring 2 poem and English unit</i>	<i>Links to Spring 1 Reading</i>	<i>Author link (Autumn 1)</i>	<i>Links to Geography (Autumn) and English unit</i>	
Celebrating tolerance 	Celebrating my freedoms 	Celebrating diversity 	Celebrating my future 			

Key:

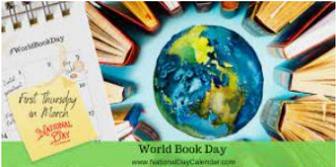
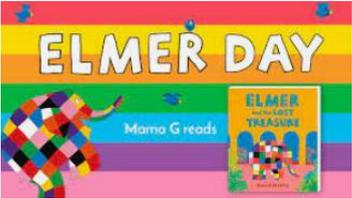
Yellow – a book visited again in a different year group

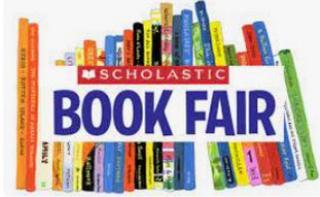
Pink – a book dealing with the protected characteristics that will also be read in a different year group

green – a book with an environmental link

blue – a book with a diverse theme or author



Autumn Term		Spring Term		Summer Term	
Roald Dahl Day	13.9.23	World Book Day	7.3.24	Elmer Day (F.S. & KS1)	.5.24
					

<p>National Poetry Day 5.10.23</p> 		<p>Shakespeare Day (KS2) 23.4.24</p> 
	<p>Scholastic book Fair 6.3.24-12.3.24</p> 	
<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book in to swap on Roald Dahl Day 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office 	<p>Book Swap</p> <ul style="list-style-type: none"> • Permanente box by the office • Bring a book to swap 22.5.24
<p>Author visit – via zoom LLP To be confirmed</p>	<p>Storyteller visit Jake the Storyteller – to be confirmed</p>	<p>Author – via zoom or in person LLP To be confirmed</p>
<p>Sharing stories with ‘buddy class’ W.B. 2.10.23</p> 	<p>Sharing stories with ‘buddy class’ W.B. 4.3.24</p> 	<p>Sharing stories with ‘buddy class’ W.B. 3.6.24</p> 
<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 	<p>Yoto – timetabled</p> 
<p>Reading Café Stories Around the Christmas Tree for KS1 children</p> 	<p>Reading Café Stories with the Easter Bunny for LKS2 children</p> 	<p>Reading Café The Mad Hatters Tea Party for UKS2 children</p> 

<p>Competitions Recite a poem competition – in association with NPD.</p> 	<p>Competitions Design your favourite book character using a pebble – in association with WBD.</p> 	<p>Competitions Summer Reading Challenge – in association with the Library service</p> 