

Year 6 English – Autumn 1

Spoken language:

Use evidence to support ideas and opinions.
Explain ideas and opinions, elaborating to make meaning explicit.
Make contributions to discussions, evaluating others' ideas and responding to them.
Pay close attention to and consider the views and opinions of others in discussions.

Vocabulary, Punctuation and Grammar (PiXL TCCs)

Sentence composition: Sentences are grammatically accurate, Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because, Experiments with clause structures to give variety to their writing, Can choose and sustain the use of the correct tense, Can de-mark paragraphs correctly, Cohesion and flow are promoted through the use of pronouns and determiners

Punctuation: Always uses capital letters and full stops accurately, Always uses question marks and exclamation marks accurately, Can use commas accurately Can use APOSTROPHES (to mark singular, plural possession and contracted forms), Can use inverted commas correctly (including changing reported speech to direct speech), Can use punctuation for PARENTHESIS (brackets, dashes or commas to indicate parenthesis)

Grammatical terms and word classes: Can identify and use relative pronouns, Can identify and use a range of co-ordinating and subordinating conjunctions, Can understand the grammatical function of PRONOUNS to aid COHESION and avoid repetition (possessive and relative), Can understand the grammatical function of ADVERBS (use of -ly, adverbials and fronted adverbials), Can understand the grammatical function of PREPOSITIONS (expressing time, place and cause)

Genres and Texts:

Happy by Nicola Edwards and Katie Hickey, Cicada by Shaun Tan, How to Make a Better World by Kelly Swift

Diary of Flossie Albright by Williams, Letters from the Lighthouse by Emma Carroll, Rose Blanche by Ian McEwan, Blackout poems, Churchill non-fiction texts

Hook for Learning:

Links to WW2 History topic

Talk pathways.....

Information talk and descriptive talk pathways

Composition

Identify the audience for and purpose of the writing.

Use knowledge of the writer's craft from their reading.

Use organisational and presentational devices to structure text and to guide the reader.

Use the appropriate grammar and vocabulary for the audience and purpose.

Vary the types of sentences within a piece across simple, compound and complex constructions.

Ensure the consistent and correct use of tense throughout a piece of writing.

Transcription/spelling/handwriting

Apply spelling rules into writing.

Use the appropriate words according to formality.

Non-negotiables:

Refers to text to support opinions and predictions.
Gives a view about choice of vocabulary, structure etc.
Sentence structure, layout and full range of punctuation matched to text type.
Use paragraphs to signal change in time, scene, action, mood or person

Reading – language (PiXL TCCs)

Can use a range of strategies to decode unfamiliar words without impacting on overall fluency, Can show an understanding of the meaning of vocabulary in different contexts, Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean, Can find and copy one word/groups of words with a particular meaning, Recognises a range of descriptive devices including figurative language

Reading – retrieval (PiXL TCCs)

Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text, Identify explicit details from the text, showing exactly where in the text they found the information, Is able to scan whole texts to answer recall questions, Can decide whether statements about a text are true or false, using direct reference to the text, Comments on the impact of organisational and presentational features of a text

Reading – inference (PiXL TCCs)

Can search for simple clues within the text to support 'reading between the lines', Begins to use evidence from description, dialogue and action to support their ideas, Can prove or disprove a statement about character or setting by finding evidence in the text, Can explain and justify inferences, providing evidence from the text to support reasoning, Can make developed inferences drawing on evidence from the text and wider personal experience

English – Weekly

Week 2: Wellbeing project – Cicada setting description

Can use a range of language to describe a setting including using senses. Use shades of meaning related to language. Match language choices to formality of piece. Can use basic punctuation accurately to form a cohesive paragraph.

PIXL TCC Sentence composition

Sentences are grammatically accurate, Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because, Experiments with clause structures to give variety to their writing

Week 3: Wellbeing project – How to make the world a better place instruction manual

Use organisational and presentational devices to structure text and to guide the reader. Use the appropriate grammar and vocabulary for the audience and purpose. Ensure the consistent and correct use of tense throughout a piece of writing.

PIXL TCC Sentence composition

Can choose and sustain the use of the correct tense, Can de-mark paragraphs correctly, Cohesion and flow are promoted through the use of pronouns and determiners

Week 4: Meaning from pictures

Use evidence to support ideas and opinions. Explain ideas and opinions, elaborating to make meaning explicit. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations. Make predictions based on the text or an image.

PIXL TCC Punctuation

Always uses capital letters and full stops accurately, Always uses question marks and exclamation marks accurately, Can use commas accurately

Week 5: Letter as evacuee

Identify and comment on writer's choice of language. Use the appropriate words according to formality. Vary the types of sentences within a piece across simple, compound and complex constructions. Identify the audience for and purpose of the writing. Use paragraphs to signal change in time, scene, action, mood or person.

PIXL TCC Punctuation

Can use APOSTROPHES (to mark singular, plural possession and contracted forms), Can use inverted commas correctly (including changing reported speech to direct speech), Can use punctuation for PARENTHESIS (brackets, dashes or commas to indicate parenthesis)

Week 6: Diary from when War broke out

Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing. Ensure the consistent and correct use of tense throughout a piece of writing. Identify the audience for and purpose of the writing.

PIXL TCC Grammatical terms and word classes

Can identify and use relative pronouns, Can identify and use a range of co-ordinating and subordinating conjunctions, Can understand the grammatical function of PRONOUNS to aid COHESION and avoid repetition (possessive and relative)

Week 7: Instructions for how to use a gas mask

Use knowledge of the writer's craft from their reading. Ensure the consistent and correct use of tense throughout a piece of writing. Use expanded noun phrases to convey complicated information concisely. Use organisational and presentational devices to structure text and to guide the reader. Identify the audience for and purpose of the writing.

PIXL TCC Grammatical terms and word classes

Can understand the grammatical function of ADVERBS (use of -ly, adverbials and fronted adverbials), Can understand the grammatical function of PREPOSITIONS (expressing time, place and cause)

Week 8: Blackout poetry and Churchill biography

Make connections between other similar texts, prior knowledge and experience and explain the links. Identify and comment on writer's choice of language. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.