**CLASS: YEAR 6 SUBJECT: ENGLISH LANGUAGE AUTUM TERM**

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| **Wk** | **Unit** | **Topic** | **Objectives** | **Lessons** | **Content** | **Activities: teacher and pupils** | **Teaching/**  **Learning**  **Aids** | **Ref. Books** | **Evaluation guide** | **General**  **F. & e.** |
| 1  2  3  4  5  6  7  8  9  10  11 | Writing  Writing  Writing  Writing  Reading  writing  Writing  writing  writing  Writing  Revision & | Composition  Article  Letter  Play let  Literature  Composition  Composition  Composition  Informal letter  Formal letters  Examination | To write with purpose  To write with purpose  To write with purpose  To write with purpose  To use imaginative Descriptive  To use imaginative Descriptive  To use imaginative Descriptive  To organize writing appropriately  Identify types of letters and write informal letter accurately  Identify types of letters and write informal letter accurately | 5  5  5  5  5  5  5  5  5  5 | * Identify the audience for writing. * Choose the appropriate form of writing using the main features identified in reading. * Note, develop and research ideas. * Plan, draft, write, edit and improve. * Use the techniques that authors use to create character, settings and plots. * Create vivid images by using alliteration, similes, metaphors and personification * Interweave descriptions of characters, settings and atmosphere with dialogue. * Guide the reader by using a range of organizational devices, including a range of connectives.      * Choose effective grammar and punctuation and propose changes to improve clarity. * Ensure correct use of tenses throughout a piece of writing. * Ensure correct use of tenses throughout a piece of writing. | Writing opportunities for year 5 should be both within English sessions and within them/science. Children should be ideally taught in small groups with the writing modeled by the teacher/teaching assistant to ensure children are being challenged at their current developmental level.  Good practice for any writing should ensure children are using Talk for writing, i.e talking about their ideas first, developing their sentence structure alongside vocabulary. This should be for standalone creative writing as well as longer units linked to Talk for writing  Children should taught to:   * **Think of a sentence/idea-think’ How can I add in descriptive language to my sentence?’ ‘How can I change the order of my sentence to make it more effective?** * **Say it to yourself** * **Write it down with all necessary punctuation** * **Read it back** * **Think of the next idea, and so on.** * **After each it flow one idea to the next?’**   During the year, there should be opportunities to develop:   * **A range of fiction and non-fiction genre as show above**. * **Genres to be covered in depth,** using the Talk for writing model include:   + - Poetry with local dialect     - Persuasive     - Narrative     - Poetry     - Play script     - Formal letter writing     - Historical fiction   Additional genres to be covered within English and cross the curriculum in creative writing opportunities  Time to respond to writing must be built into curriculum time for both teachers to model the review and improve stage and for children to carry out with independence and a targeted focus, e.g. re-order sentences to create better effect.  **Extended opportunities to write must be provided to allow to have uninterrupted flow in their writing**.  **Autumn Term**  Re-visit how to interweave character actions within direct speech/dialogue  Create mind maps for powerful vocabulary MAPS and build upon children’s language through the sharing of ideas, magpie-ing from favourite text and through the use of a thesaurus. Children should independently be using thesaurus and dictionaries during their writing.  Within non-fiction writing build upon children’s knowledge of collective nouns.  Teach how we can use ‘empty words’ to create a sense of unease with the reader.  **Spring/Summer Term**  Consolidation of MAPS in narratives and poetry. As above build up and extend the children’s vocabulary in relation to adverbs and adverbial phrases. Review the writing of all children to ensure children start sentences with fronted adverbials when appropriate.  Focus on use of MAPS in creating powerful descriptions of settings and characters.  Examine the work of authors and the techniques they use to create images within settings and characters, e.g. verb choice  Reinforce the interweaving of action/description with dialogue.  Ensure consistency of narratives with the accurate use of pronouns throughout varying the nouns wherever appropriate.  Adjectives/adverbs/adverbial phrases in both fiction and non-fiction writing to ensure both a economy of word choice and the most effective word choice.  Ensure writing opportunities allow description of real and imagined characters and settings.  Introduce using connectives/sentence openers to signify shift in plot.  In all writing, should be taught to:   * **Think of a sentence/idea – think’ How can I add in descriptive language to my sentence?’ ‘How can I change the order of my sentence to make it more effective?** * **Say it to yourself.** * **Write it down with all necessary punctuation** * **Read it back** * **Think of the next idea, and so on.** * **After each paragraph read the writing back from the start Does it flow one idea to the next?’**   We want the children to be able to check their own work effectively.  Encourage use of partners to read work back to, to check for sense.  Children should be using their writing targets as a focus for their checking or making ladders. They should also be given time to respond to marking.  Children’s understanding of past and present tense: the perfect form of the verb; active and passive form to be developed through writing and spoken communication.  Common grammatical errors in writing and speech to be addressed particularly those embedded within local dialect, e.g. I telt, I done, etc.  Story maps/boxing up should be used to develop chronology of a narrative when following the T4W process. Children should have opportunity to apply skills from Talk for Writing into independent creative pieces on subsequent occasions. Boxing up should also be used to plan the sections or paragraphs for non-fiction writing genres.  Key connectives:  Connective relevant to genre should be taught through reading, analysis of texts and in modeled writing, e.g. cause/effect, contrast/balance, time.  Children should use word mats to support their choice of sentence openers and connectives.  Information texts/Instructions/Letters/argument, etc. should all have a modeled layout for the children to write within. There should be opportunity for children to replicate these independently from modeled/displayed examples. Key feature should include: title, subheading, capital for pictures, fact boxes, contents page, glossaries, index, rhetorical questions, etc.  Writing formats should not inbit the creativity and allow for extended writing opportunities – these should reflect the level of development for the child and be differentiated as such.  ***Opportunity for extended writing should be provide to encourage stamina with writing but also to allow for uninterrupted flow for some children.*** | Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content | Harcourt language book 3  Harcourt language book 3  Harcourt language book 3  Harcourt language book 3 | Relevant questions class work & home work  Relevant questions class work & home work  Relevant questions class work & home work  Relevant questions class work & home work | Language Lab  Language Lab  Language Lab  Language Lab |

**SPRING TERM**

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| 1  2  3  4  5  6  7  8  9  10  11 | Writing  Writing  Grammar  Writing  Phonics (Oral)  Phonics (Oral)  Phonics (Oral)  Phonics (Oral)  writing  Writing  Revision & | Composition  Composition    Active & passive voice  Transcription  syllables  syllables  Oral  Oral  Informal letter  Formal letters  Examination | To use paragraphs  To use sentences appropriately  To use active and passive voice correctly  To use punctuations correctly.  To present neatly  To understand pronunciation of syllables in words (restress placement)  To understand pronunciation of syllables in words (restres placement)  To spell correctly  To spell correctly  To spell correctly  To spell correctly | 5  5  5  5  5  5  5  5  5  5 | * Write paragraphs that give the reader a sense of clarity. * Write paragraphs that make sense if read alone. * Write cohesively at length. * Write sentences that include: * Relative clauses * Modal verbs * Relative pronouns * Brackets * Parenthesis * A mixture of active and passive voice * a clear subject and object * hyhens, colons and semi colons * Bullet points. * Write fluently and legibly with a personal style. * Use prefixes, applying guidelines for adding them. * Spelling some words with silent letters (knight psalm solemn). * Distinguish between homophones and other words that are often confused. * Used knowledge of morphology and etymology in spelling and understanding that some words need to be learned, specifically. * Use dictionaries to check spelling and meaning of words. * Use the first three or four letters of word to look up the meaning or spelling of word in a dictionary * Use a thesaurus. | When teaching a genre, the children should be analysing texts closely to look for various writing features. Texts should have paragraphs or sections labeled to show main idea/event taking place within it. In planning both narrative and non-fiction genres the children should identify, on their plan, the key message/ key event for the paragraph and build upon this.  Children to be taught how make between paragraphs with the final and opening sentences of two paragraphs.  Key sentence openers should signify paragraph breaks or section breaks for the children. They should be encouraged to use these staring sentences for each part of the story to encourage the use of paragraphs.  Boxing up of information crucial to promote use of paragraphs/sections.  Consolidation and application of this process should come through creative and cross-curricular writing opportunities.  In all writing, children be taught to:   * **Think of a sentence/idea – think’ How can I add in descriptive language to my sentence?’ ‘How can I change the order of my sentence to make it more effective?** * **Say it to yourself.** * **Write it down with all necessary punctuation** * **Read it back** * **Think of the next idea, and so on.** * **After each paragraph read the writing back from the start Does it flow one idea to the next?’**   It is crucial the above process continues when children are introduced to new punctuation.  At all time the basic forms of punctuation and sentence structure must be consolidated and built upon. The basic conjunction must also be revised regularly- subordination (using *when, if, that, or because*) and co-ordination (using or, and, or but)  New punctuation should be taught within session with a grammar focus- linked to reading or writing and not in isolation. They need a real purpose and meaning for the children to both understand them and apply successfully to their writing.  All punctuation and grammar in the milestone indicator to be introduced in year 5 to allow consolidation in year 6. Certain aspects link more closely to key genres, e.g. bullet points in non-fiction.  Following handwriting script and practices in Berol, consolidate joins, focusing on correct orientation, formation and size of script.  Consolidate throughout the year a focus on fluent and well formed script.  Extended writing opportunities should provide opportunity for children to develop their stamina and fluency of writing script – developing thir own personal style within this.  (a, d, l, e, I, u, t, n, m, k, s all join from the bottom. Joins from the top – o, r, v, w. Looped – g, j, y,. See Berol scheme for recommended teaching order)  ***Ensure left hand children are supplied with the correct tools to write, cut, etc. and are given specific instructions on how/ where to sit, position books/paper, direction of cutting, direction of movements (crossing the t, etc) SEE LEFT HANDED GUIDELINES FROM LWW INITIALLY AND IN POLICY ASAP***    In writing children should seek to extend vocabulary choice through the use of a thesaurus.  Word families and pronunciation should be taught when using dictionaries.  All spellings should be taught alongside the meaning of the word.  **Autumn Term and throughout as necessary**  **Revision of year 5 spelling rules:**   * Endings which sound like /ss/ spelt – cious – tious, e.g. vicious infectious. * Endings which sound like /s l/, e.g. official, essential * Words ending in – ant, -ance/ - ancy, ent, -ent, -ence/-ency * Words ending in-able and –ible words ending in –ably and –ibly * Adding suffixes beginning with vowel letters to word ending in-fer * Use of the hyphen * Words with the /i:/ sound spelt ei after c * Homophones and other words that are often confused- principal/principle, profit/prophet, stationary/ stationery, steal/steel wary/weary, who’s/whose * Year 5/6 spelling list- foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lighting marvelous mischievous muscle necessary neighour nuisance occupy occur opportunity.   **Spring Term and throughout as necessary**   * Revision of year 5 homophones –led/lead, morning/mourning, past/passed, precede/proceed, prophecy/prophesy, farther/father, guesses/guest, heard/herd, advice/advise, device/devise, licence/license.   Practice/practice   * Words containing the letter- string ought * Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) * Year 5/6 spelling list – parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm   **Summer Term**   * Revision of key spelling for cohort of children * Year 5/6 spelling – sacrifice secretary should signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht | Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content | Harcourt language book 3  Harcourt language book 3  Harcourt language book 3  Harcourt language book 3 | Relevant questions class work & home work  Relevant questions class work & home work  Relevant questions class work & home work  Relevant  questions class work & home work | Language Lab  Language Lab  Language Lab  Language Lab |

**Summer Term**

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| 1  2  3  4  5  6  7  8  9  10  11 | Writing  Grammar  Grammar  Grammar  Grammar  Writing  writing  writing  Sentence  Patterning  writing    Revision &  examination | Transcription  Verbs Active  & passive Voice  Verbs Active  & passive Voice  Parts of speech  Parts of speech  Punction  Punction  Analysis and presentation  (General Revision)  Sentence  Patterning  Analysis and presentation  Revision &  examination | To punctuate accurately  To use active and passive voice  To use active and passive voice  To use all parts of speech correctly  To use all parts of speech correctly  To use punctuations correctly  To use punctuations correctly  To analysis writing  Sentence  Patterning  To present writing  Revision &  examination | 5  5  5  5  5  5  5  5  5  5 | * Develop understanding of writing concept by: * Recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Using passive verbs to affect the presentation of information in a sentence. * Using the perfect for of verbs to mark relationships of time and cause. * Using expanded noun phrases to convey complicated information concisely. * Using modal verbs or adverbs to indicate degrees of possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. * Indicate grammatical and other features by: * Using commas to clarify meaning or avoid ambiguity in writing. * Using hyphens to avoid ambiguity. * Using brackets, dashes or commas to indicate parenthesis * Using semi-colons, colons or dashes to mark boundaries between independent clauses. * Using a colon to introduce a list. * Punctuating bullet points consistently. * Use and understand grammatical terminology writing and reading:   **Year 5**   * Relative clause modal verb, relative pronoun, parenthesis bracket, dash, determiner, cohesion, ambiguity.   **Year 6**   * Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. * Perform compositions, using appropriate intonation and volume. | When modeling writing for the children ensure the correct grammatical terminology is used to show the ‘writer’s thoughts/action’ when writing. For example, “I am going to start a sentence now and I will use a time connective.  I wonder who can tell me …..?  Use of punctuation should be discussed during shared and guide reading also.  **Autumn Focus (and beyond depending upon ability)**   * On- going reinforcement and consolidation correct punctuation for simple and complex sentences. * Revision of and consolidation of correct punctuation for direct speech, commas for fronted adverbials and parentheses, including commas, dash and brackets. * Direct speech/inverted commas and correct punctuation revisited linked to narrative. * Build upon work linked to description and focus on the use of expanded noun phrases to convey information precisely, e.g. the boy was **mature beyond his years.** This nouns has a multitude of complexity for the reader to unpick. * Focus on correct use of past tense for narrative and using this consistently within a pieces of writing. Consolidate and re-teach present perfect verbs in connection with the persuasive unit- can could, may, might, will, would, must, shall, should, ought to. Look at how these can indicate a **probability,** e.g. **It could be concluded** that the *Greeks far outstrip the Egyptians in this reguard.* * Teach correct use of hyphens to avoid ambiguity.   **Spring Focus (and beyond/before depending upon ability)**   * Consolidation of commas for lists and commas for clauses. * Focus on extending use of clauses to include fronted adverbials and parenthesis (with all relevant punctuation) * Revisit active and passive voice and how this affects the presentation of information within a sentence and the effect on the reader – Grammar for writing unit good for this. * Focus on correct use of past tense for narratives and using this consistently within a piece of writing. * Build upon colons for lists. Teach semi-colons, colons and dashes to mark boundaries.   Summer focus (and beyond/ before depending upon ability)   * Focus on vocabulary and structures suitable for formal letter writing * Consolidation of commas for fronted adverbials, parenthesis and lists, linked to colons. * Consolidation of inverted commas for direct speech * Review relative pronouns – who, which, whose, whom and that, e.g *I told you about the lady who moved in next door.* * Revisit modal verbs – can, could these can indicate a **probability, e.g.**  I don’t know how you came to be here, you **could have taken** the wrong turning. * Re-teach how to use brackets, dashes or commas for parenthesis * Reinforce perfect present tense to the children, e.g. I **have seen** him once before, **Have** you **read** the book yet?   When modeling writing for the children ensure the correct grammatical terminology is used to show the ‘writer’s thought’ when writing.  Use of word family to be reinforced with children to indicate a group of words, e.g. nouns.  As the terminology (left) is introduced this needs to become everyday language for the children when they discuss their work or discuss and analyse the success of another text. Much of this familiarization should come through reading/grammar work focusing on key texts and extracts, examining authorial intent and techniques.  Making of working should indicate the punctuation children need to edit and improve – the editing process must be modeled using visaliser/scanned work/apple tv etc.  NOTE –Year 6 will also focus an consolidating the grammatical terms from year 5  Ensure opportunities are created in sessions to allow children to share both completed and work in progress’ – peers should be constructive partners and use specific criteria to comment and support one another.  Use of video to be encouraged to support children in improving their oral presentation of work. A clear focus must be provided, e.g. intonation and expression for speech.  Using the story maps for Talk for writing the children will be able transfer the intonation from the original story into their own re-telling. Focus should also be given at this stage to use of punctuation when reading aloud.  Opportunities should arise within communication for presentation, debate, etc allowing children the chance to summarise their points. | Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content  Model text book paragraphs video content | Harcourt language book 3  Harcourt language book 3  Harcourt language book 3  Harcourt language book 3 | Relevant  questions class work & home work  Relevant  questions class work & home work  Relevant  questions class work & home work  Relevant  questions class work & home work | Language Lab  Language Lab  Language Lab  Language Lab |