



2022/2023 Coverage to support Planning process

English Overview & Progression – Year 6

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 6 <i>(Autumn)</i>	<p><u>Wings 5 Phase 3</u></p> <p>Text: Holes (2 weeks) Links: History/Social History Reading Focus: Importance of social and historical context in historical texts.</p> <p>Text: Zlata’s Diary - Fiction (2 weeks) Links: History Reading Focus: Predict/summarise/comment on resolution/review ending.</p> <p>Text: The Firework Maker’s Daughter - Fiction (3 weeks) Links: Science Reading Focus: Predict/summarise/comment on resolution/review ending.</p> <p>Text: Anne Frank – Non-Fiction (2 week) Links: History Reading Focus: Comment on writer’s viewpoint and the effect on the reader</p> <p>Text: Nelson Mandela – Non-Fiction (2 weeks) Links: Geography and Politics Reading Focus: Identify features of persuasive writing and advertisements.</p> <p>Text: Iron Man (2 weeks) Links: History Reading Focus: How/when/where texts are written/historical context.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To add details including dialogue/write a new scene. Punctuating dialogue/recognise and use prepositions. <p>Writing Focus:</p> <ul style="list-style-type: none"> To recount important events Verb choice/powerful paragraphs/meaningful sentences. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write a Diary Entry Understand a range of ways to add imagination to writing. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write a biography Write an inspiration speech Write longer sentences that are correctly punctuated. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write a poem as if it was written a long time ago. Recognise and use archaic language. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write imaginative, interesting and thoughtful texts. To construct paragraphs and use cohesion within and between paragraphs. 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent causes/ Example: It’s raining; I’m fed up. Use of a colon to introduce a list and use of semi-colons within lists. Bullet points to list information. Hyphens (to avoid ambiguity) Example: maneating shark and re-cover. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Example: find out-discover, ask for-request, go in- enter. How words are related by meaning as synonyms and antonyms. Example: big, large, little. Use of the passive to affect the presentation of information in a sentence.: Example: I broke the window in the greenhouse BECOMES The window in the greenhouse was broken. Informal speech structures in writing and speech. Example: He’s your friend, isn’t he? Subjunctive Forms in Formal writing and speech. If I were or Were they to come...

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			<ul style="list-style-type: none">• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a
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			<p>word or phrase, grammatical connections such as adverbials.</p> <ul style="list-style-type: none"> Layout devices. Examples: headings, subheadings, columns, bullets or tables to structure text.
			<p>Spelling:</p> <ul style="list-style-type: none"> The 'i before e except after c' rule applies to all words where the sound spelt by ei is i. Examples: deceive, conceive, receive, perceive, ceiling. Exceptions: protein, caffeine, seize. Words containing ough. Examples: ought, bought, thought, rough, tough, enough, Cough, though, although, dough, thorough, borough, plough, bough. Words with silent letters. Examples: doubt, island, lamb, solemn, thistle, knight. Homophones - Words that sound the same but have different spellings/meanings. Examples: advice/advise, device/devise, licence/license, practice/practise, father/farther, guessed/guest, precede/proceed.

	Year 6 Revision programme		
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<p><i>Year 6 (Spring)</i></p>	<p>-To identify question types and predict where to locate answers from text. -To identify question types in non-fiction text and predict where to locate evidence for answers.</p> <p><u>Non-Fiction</u> To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p> <p><u>Fiction</u> To reinforce the skill of interpreting questions.</p> <p><u>Non-Fiction</u> To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p> <p><u>Discursive</u> To reinforce the skill of interpreting questions and locating answers. Non-Fiction To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p> <p><u>Short Story (Fiction)</u> To reinforce the skill of interpreting questions and locating answers. <u>Non-Fiction</u> To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.</p>	<p>To identify the structure and language features of Personal Recounts through analysing and grading *examples of Personal Recounts, children will develop their own scoring system which they can use to judge their own recount writing.</p> <p><u>Non-Fiction</u> To identify the main features of non-chronological reports. Through analysing and grading *examples of non-chronological reports children will develop general rules for NC report writing which they can use to form their own scoring system to judge their own writing.</p> <p><u>Persuasive Essay</u> To identify the main features of Persuasive Text. Through analysing and grading *examples of Persuasive text children will develop their own scoring system which they can use to judge their own Persuasive writing.</p> <p><u>Discursive</u> To identify the main features of Discursive Text and compare them with the main features of Persuasive Text. Through analysing and grading *examples of discursive text children will develop their own scoring system which they can use to judge their own discursive writing.</p> <p><u>Short Story (Fiction)</u> To identify the structure and features of Short Stories. Through analysing and grading *examples of Short Stories, children will develop their own scoring system which they can use to judge their own short story writing.</p>	
	<p>Year 6 programme</p>		



<p><i>Year 6 (Summer)</i></p>	<p>3rd Person Recount (Newspaper Reports) To identify the differences between Personal Recounts and Newspaper Recounts.</p>	<p>3rd Person Recount (Newspaper Reports) To identify the differences between Personal Recounts and Newspaper Recounts Prompt Interpretation - Children will practise identifying the genre being asked for by different writing prompts.</p>	
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	<p>Non-Chronological Reports To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of non-chronological reports.</p> <p>Persuasive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of persuasive writing.</p> <p>Discursive To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of discursive writing.</p> <p>Traditional Stories To identify and analyse common weaknesses in Reading Comprehension test. To review the main features of traditional tales.</p> <p>Poetry and Play Scripts To review the main features of a play script.</p>	<p>Non-Chronological Reports To review the main features of non-chronological reports.</p> <p>Persuasive To review the main features of persuasive writing.</p> <p>Discursive To review the main features of discursive writing.</p> <p>Traditional Stories To review the main features of traditional tales.</p> <p>Poetry and Play Scripts To review the main features of a play script.</p>	
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Overall Coverage	Reading Coverage Statements for the year	Writing Coverage Statements for the year
	<u>Reading Coverage:</u>	<u>Writing Milestones</u>



Pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
 - Understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
 - asking questions to improve their understanding;
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
 - predicting what might happen from details stated and implied;
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
 - 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.
- Write effectively for a range of purposes and audiences and select language based on what they have read e.g. literary language, characterisation and structure.
 - Distinguish between language of speech and writing and choose the appropriate register.
 - Exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this.
 - Write narrative that describes setting, characters and atmosphere.
 - Use dialogue to convey character and advance action.
 - Select vocabulary and grammatical structures appropriate to the genre.
 - Use devices to build cohesion.
 - Use the correct verb tense consistently within and across paragraphs.
 - Use the full range of punctuation taught at ks2.
 - Spell all words correctly from the y5/6 spelling list.



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	<input type="checkbox"/> Distinguish between statements of fact and opinion.	
	<input type="checkbox"/> Retrieve, record and present information from non-fiction.	
	<input type="checkbox"/> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
	<input type="checkbox"/> Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
	<input type="checkbox"/> Provide reasoned justifications for their views.	