

ENGLISH UNIT OVERVIEWS 2020-2021

Year 6: Unit 1 – Developing Atmosphere								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> 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 2 recommending books that they have read to their peers, giving reasons for their choices <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 predicting what might happen from details stated and implied 5 <p>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</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using a thesaurus Ensuring the consistent and correct use of tense throughout writing 	<p>G: Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight</p> <p>Secure use of simple / embellished simple sentences</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>P: using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis</p>	<p>Sp:</p> <table border="1"> <tr> <td>ambitious synonyms for adjectives</td> </tr> <tr> <td>homophones (ce/cy and se/sy)</td> </tr> <tr> <td>adj with -ant and nouns with -ancy or -ance</td> </tr> <tr> <td>ent, ence, ency</td> </tr> </table> <p>H: Units 1-4 joining to and from the letter r Ensuring letters are consistent in height and size Developing fluency Ensuring the letter t is at the correct height</p>	ambitious synonyms for adjectives	homophones (ce/cy and se/sy)	adj with -ant and nouns with -ancy or -ance	ent, ence, ency	<p>R:</p> <p>purpose</p> <p>predict</p> <p>inference</p> <p>W:</p> <p>atmosphere</p> <p>ambiguity</p>
ambitious synonyms for adjectives								
homophones (ce/cy and se/sy)								
adj with -ant and nouns with -ancy or -ance								
ent, ence, ency								

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Year 6: Unit 2 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 7 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G – metaphor Personification onomatopoeia</p> <p>P – hyphenated adjectives e.g. good-looking</p>	<p>Sp –</p> <table border="1"> <tr> <td>prefix words with hyphens</td> </tr> <tr> <td>hyphenated compound adjectives</td> </tr> </table> <p>H – units 5 & 6 Forming and joining the letter s Practising break letters</p>	prefix words with hyphens	hyphenated compound adjectives	<p>R: intonation</p> <p>tone</p> <p>volume</p> <p>W: metaphor</p> <p>Personification</p> <p>onomatopoeia</p> <p>hyphen</p>
prefix words with hyphens						
hyphenated compound adjectives						

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Year 6: Unit 3 – Explanation Text							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp – Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 6 making comparisons within and across books 8 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 asking questions to improve their understanding summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 identifying how language, structure and presentation contribute to meaning 7 <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] continue to distinguish between homophones and other words which are often confused <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<p>G: recognising 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 expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility</p> <p>P: using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>	<p>Sp:</p> <table border="1"> <tr> <td>words ending in -able</td> </tr> <tr> <td>words ending in -able (changing the root)</td> </tr> <tr> <td>words ending in -ably</td> </tr> </table> <p>H: units 9 & 10 – forming ascenders accurately</p>	words ending in -able	words ending in -able (changing the root)	words ending in -ably	<p>R:</p> <p>summarise</p> <p>language</p> <p>structure</p> <p>meaning</p> <p>fact</p> <p>opinion</p> <p>retrieve</p> <p>explain</p> <p>W:</p> <p>concise</p> <p>formal</p> <p>subjunctive</p> <p>passive</p> <p>semi colon</p> <p>colon</p>
words ending in -able							
words ending in -able (changing the root)							
words ending in -ably							

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Year 6: Unit 4 – Tale of Fear (suspense)								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> 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 2 <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 predicting what might happen from details stated and implied 5 <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>G: Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>P: Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief</p>	<p>Sp:</p> <table border="1"> <tr> <td>word families based on common words</td> </tr> <tr> <td>word families based on common words</td> </tr> <tr> <td>prefixes micro- and mini-</td> </tr> <tr> <td>assess and review</td> </tr> </table> <p>H: units 12 and 13 – the letters k and y</p>	word families based on common words	word families based on common words	prefixes micro- and mini-	assess and review	<p>R:</p> <p>familiarity</p> <p>inferences</p> <p>predict</p> <p>W:</p> <p>elaboration</p> <p>clauses</p> <p>stage direction</p>
word families based on common words								
word families based on common words								
prefixes micro- and mini-								
assess and review								

Year 6: Unit 5 – Persuasive Letter							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes 2 • identifying and discussing themes and conventions in and across a wide range of writing 6 • making comparisons within and across books 8 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 • asking questions to improve their understanding • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 • identifying how language, structure and presentation contribute to meaning 7 <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G: use of rhetorical question</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>the use of the subjunctive in some very formal writing and speech) as in If I were you .</p> <p>P: How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p>	<p>Sp:</p> <table border="1"> <tr> <td>adding vowel suffixes to words ending in -fer</td> </tr> <tr> <td>ie or ei after c and exceptions</td> </tr> <tr> <td>ie or ei after c and exceptions</td> </tr> </table> <p>H: units 16-17</p>	adding vowel suffixes to words ending in -fer	ie or ei after c and exceptions	ie or ei after c and exceptions	<p>R:</p> <p>summarise</p> <p>language</p> <p>structure</p> <p>meaning</p> <p>fact</p> <p>opinion</p> <p>retrieve</p> <p>explain</p> <p>W:</p> <p>rhetorical</p> <p>subordination</p> <p>hyphen</p>
adding vowel suffixes to words ending in -fer							
ie or ei after c and exceptions							
ie or ei after c and exceptions							

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Year 6: Unit 6 – Defeat the monster							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 2 <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 predicting what might happen from details stated and implied 5 	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>G: Use of a variety of fronted adverbials to give the reader further details and signpost what is to come in the sentence</p> <p>Varying sentence patterns (manipulation of grammatical structures) to keep the reader engaged (e.g. ‘-ed-ing’)</p> <p>Variety of techniques to create a picture for the reader-sentence of 3 for description; personification; similes</p> <p>Varied verbs forms chose for effect, including modal verbs to add degrees of possibility</p> <p>Use of a run of empty words to build tension</p> <p>P: Semi-colon to join linked sentences</p> <p>Full range of punctuation to guide the reader</p>	<p>Sp:</p> <table border="1"> <tr> <td>word families based on common words</td> </tr> <tr> <td>word families based on common words</td> </tr> <tr> <td>statutory spelling list</td> </tr> </table> <p>H: units 17-20</p>	word families based on common words	word families based on common words	statutory spelling list	<p>R:</p> <p>inference</p> <p>predict</p> <p>W:</p> <p>fronted adverbial</p> <p>personification</p> <p>modal verb</p> <p>degrees of possibility</p> <p>verb form</p>
word families based on common words							
word families based on common words							
statutory spelling list							

ENGLISH UNIT OVERVIEWS 2020-2021

Year 6: Unit 7 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices 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 7 <p>Understand what they read by:</p> <ul style="list-style-type: none"> asking questions to improve their understanding <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G: metaphor Personification Onomatopoeia Grammar relevant to chosen poem</p> <p>P: how does punctuation differ in a poem or across poems?</p>	<p>Sp:</p> <table border="1"> <tr> <td>Words with endings which sound like /shuhl/ after a vowel</td> </tr> <tr> <td>Words with endings which sound like /shuhl/ after a consonant</td> </tr> </table> <p>H: clear, accurate and presentable handwriting at speed</p>	Words with endings which sound like /shuhl/ after a vowel	Words with endings which sound like /shuhl/ after a consonant	<p>R: intonation tone volume</p> <p>W: metaphor Personification onomatopoeia hyphen</p>
Words with endings which sound like /shuhl/ after a vowel						
Words with endings which sound like /shuhl/ after a consonant						

Year 6: Unit 8 – Biography							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 2 • identifying and discussing themes and conventions in and across a wide range of writing 6 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 • identifying how language, structure and presentation contribute to meaning 7 <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors 	<p>G: Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. using passive verbs to affect the presentation of information in a sentence</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>P: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Sp:</p> <table border="1"> <tr> <td>'ce' words</td> </tr> <tr> <td>word families based on common words</td> </tr> <tr> <td>statutory spelling list</td> </tr> </table> <p>H: Assess and review – Over these three weeks you are not being directed to a specific Nelson unit. What do your kids need? Meet those needs.</p>	'ce' words	word families based on common words	statutory spelling list	<p>R: fact/opinion</p> <p>distinguish</p> <p>retrieve</p> <p>W: active and passive</p> <p>concise</p> <p>ambiguity</p>
'ce' words							
word families based on common words							
statutory spelling list							

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Year 6: Unit 9 – Non-Chronological Report								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 2 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 6 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 identifying how language, structure and presentation contribute to meaning 7 <p>Retrieve, record and present information from non-fiction</p> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>G: Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>P: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Sp:</p> <table border="1"> <tr> <td>word families based on common words</td> </tr> <tr> <td>words that can be nouns and verbs</td> </tr> <tr> <td>words that can be nouns and verbs</td> </tr> <tr> <td>long /o/ spelt 'ou' 'or' 'ow'</td> </tr> </table> <p>H: Units 26 and 27 Presentation and difficult joins. 2 weeks on each</p>	word families based on common words	words that can be nouns and verbs	words that can be nouns and verbs	long /o/ spelt 'ou' 'or' 'ow'	<p>R:</p> <p>language</p> <p>structure</p> <p>meaning</p> <p>retrieve</p> <p>explain</p> <p>W:</p> <p>subordination</p> <p>passive verb</p> <p>semi colon</p> <p>colon</p> <p>subdivision</p>
word families based on common words								
words that can be nouns and verbs								
words that can be nouns and verbs								
long /o/ spelt 'ou' 'or' 'ow'								

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Year 6: Unit 10 – Poetry							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 7 <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G: metaphor Personification Onomatopoeia Grammar relevant to chosen poem</p> <p>P: how does punctuation differ in a poem or across poems?</p>	<p>Sp:</p> <table border="1"> <tr> <td>-ible</td> </tr> <tr> <td>-ibly</td> </tr> <tr> <td>Blank as make up for SATs week</td> </tr> </table> <p>H: unit 28 – looking at different handwriting styles and perfecting one’s own handwriting style.</p>	-ible	-ibly	Blank as make up for SATs week	<p>R: intonation tone volume</p> <p>W: metaphor Personification onomatopoeia hyphen</p>
-ible							
-ibly							
Blank as make up for SATs week							

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Year 6: Unit 11 – Comparison Text							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 2 making comparisons within and across books 8 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 asking questions to improve their understanding summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 identifying how language, structure and presentation contribute to meaning 7 <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>G: Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>P: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Sp:</p> <table border="1"> <tr> <td>synonyms and antonyms for said</td> </tr> <tr> <td>size synonyms and antonyms</td> </tr> <tr> <td>happy and sad synonyms and antonyms</td> </tr> </table> <p>*These options for the final half term of Y6 are suggested however you may wish to use your professional judgement to teach spellings or fix spellings to showcase writing in books and address errors.</p> <p>H: Y6 units 1-3</p>	synonyms and antonyms for said	size synonyms and antonyms	happy and sad synonyms and antonyms	<p>R:</p> <p>evaluate</p> <p>figurative language</p> <p>reasoned justifications</p> <p>W:</p> <p>subordination</p> <p>colon</p> <p>semi colon</p> <p>subdivision</p> <p>hyphon</p>
synonyms and antonyms for said							
size synonyms and antonyms							
happy and sad synonyms and antonyms							

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Year 6: Unit 12 – Discussion							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 2 identifying and discussing themes and conventions in and across a wide range of writing 6 <p>Understand what they read by:</p> <ul style="list-style-type: none"> asking questions to improve their understanding summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 identifying how language, structure and presentation contribute to meaning 7 <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>G: Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>P: Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Sp:</p> <table border="1"> <tr> <td>volume synonyms and antonyms</td> </tr> <tr> <td>temperature synonyms and antonyms</td> </tr> <tr> <td>walked/ran synonyms and antonyms</td> </tr> </table> <p>*These options for the final half term of Y6 are suggested however you may wish to use your professional judgement to teach spellings or fix spellings to showcase writing in books and address errors.</p> <p>H: Y6 units 4-7</p>	volume synonyms and antonyms	temperature synonyms and antonyms	walked/ran synonyms and antonyms	<p>R:</p> <p>distinguish</p> <p>retrieve</p> <p>explain</p> <p>maintain</p> <p>W:</p> <p>possibility</p> <p>compound</p> <p>complex</p> <p>ambiguity</p> <p>parenthesis</p>
volume synonyms and antonyms							
temperature synonyms and antonyms							
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