

YEAR 6 YEARLY OVERVIEW AND MEDIUM TERM PLANNING

Year Group 6	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Anglo Saxons	Black History Month- Martin Luther King	Where does all our stuff come from? (IPC unit)	The Way Home (PSHE/local issues)	Paintings, Pictures and Photographs	Growing	Sporting Events/Goals and Aspirations
<b>Texts</b>  (Guided reading texts will be selected to fit in with the topic )	Beowulf – Michael Morpurgo	I Have a Dream – Margaret Davidson	Newspapers/magazine articles Highwayman – Alfred Noyes	Way Home- Libby Hathorn CPG Science books	Rose Blanche – Ian McEwan	Recipes/ gardening books	The Man Who Walked Between the Two Towers – Mordicai Gerstein The Spider and the Fly -
Exploring the features of the text- Introduction or recap	<b>Text Type</b> (Literacy and Language focus Y2-Y6)	<ul style="list-style-type: none"> <li>• <b>F</b> Historical story/fiction</li> <li>• <b>F</b> Legend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NF</b> Biography and autobiography</li> <li>• <b>NF</b> Journalistic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NF</b> Non-chronological</li> <li>• <b>F</b> Poetry</li> <li>• <b>F</b> Playscripts (linked to RE topic)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NF</b> Explanation (linked to science)</li> <li>• <b>NF</b> Persuasive</li> <li>• <b>NF</b> Formal /Impersonal</li> <li>• Letter</li> <li>• Journalistic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NF</b> Argument</li> <li>• Diary entry</li> <li>• Character description</li> <li>• Setting description</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NF</b> Explanations and Instructions</li> <li>• <b>NF</b> Formal/Impersonal</li> <li>• <b>NF</b> Argument</li> <li>• <b>F</b> Authors and texts</li> <li>• <b>F</b> Stories with flashbacks</li> <li>• Narrative</li> <li>• Reports</li> </ul>
<ol style="list-style-type: none"> <li>1. Modelled/ Shared writing Demonstrating how to embed the features within the text type</li> <li>2. First Draft- Continued opportunities for shared writing</li> <li>3. Editing opportunities always referring back to focused features</li> </ol>	<b>Text Level Features (Composition)</b>	<p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by 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>	<p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by precisng longer passages. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by 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. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 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	<p><b>Sentence and Word Level Features (SPaG)</b>  <b>Handwriting:</b>                  Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.                  Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them – cial/tial                  -ant/ance ent etc                  Spell some words with 'silent' letters [for example, knight, psalm, solemn].                  Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.                  Indicate grammatical and other features by using inverted commas correctly and consistently.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them – cious/tious                  Continue to distinguish between homophones and other words which are often confused.                  Tricky words – words that need to be learnt specifically                  Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.                  Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].                  Indicate grammatical and other features by punctuating bullet points consistently.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them – able/ible                  - Words ending 'fer'                  Indicate grammatical and other features by using hyphens to avoid ambiguity.                  Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].                  Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Spell 'ough' words                  Revision of verb prefixes                  Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.                  Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].                  Indicate grammatical and other features by using a colon to introduce a list.</p>	<p>Continue to distinguish between homophones and other words which are often confused.                  Revision of spelling rules                  Revision of Y5/6 word list                  Revision of converting nouns or adjectives into verbs by adding suffixes                  Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p>	<p>Spell 'ie' before 'e'                  Revision of spelling rules and word lists                  Indicate grammatical and other features by using hyphens to avoid ambiguity.                  Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].                  Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.                  Indicate grammatical and other features by using a colon to introduce a list.                  Indicate grammatical and other features by punctuating bullet points consistently.</p>	<p>Revision of spelling rules and word lists                  Use grammatical terminology for Year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.                  Indicate grammatical and other features by using inverted commas correctly and consistently.</p>
Outcomes	Writing Samples	Suspense story Warning story Adventure story	Biography Of MLK Film review (The Help, MLK DVD, Hairspray) Newspaper report on the marches, MLK events	Non – chronological report on recycling Poem Playscripts based on Christmas narrative	Explanation (science topic) Persuasive Letter (thanks, complaint??) News report	Diary entry Discussion/argument Character/setting description (links to topic theme)	Instructions for growing seeds Explanation of plant growing	Obituary of a fly Factual report on spiders Narrative – character's point of view Discussion – brave or foolish?
Other information eg revision work		Rising Stars SPaG tests Rising Stars Reading test Half termly writing assessment	Rising Stars SPaG tests Rising Stars Reading test Half termly writing assessment PIRA reading test	Rising Stars SPaG tests Rising Stars Reading test Half termly writing assessment	Rising Stars SPaG tests Rising Stars Reading test Half termly writing assessment PIRA reading test	SPaG revision - relative clauses - Noun phrases - Modal verbs - Commas - Perfect form	Alternative text - The Promise – Nicola Davies ( about acorns, nature , growing and preserving)  SATs	