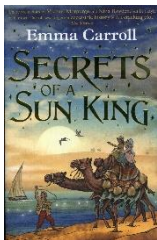
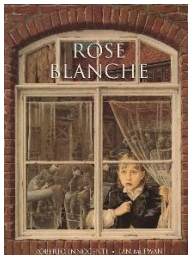


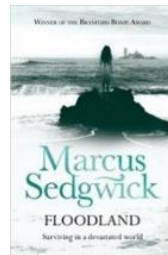





	6 Outcomes		5 Outcomes		4 Outcomes	
Topic	Egyptians	World War II	Fair Trade	Circulatory System	Coastal Studies	Our Changing World
Genre	Historical Setting	Picture Book	Modern Fiction	Visual Literacy/Fiction from our Literary Heritage	Modern Fiction	Legend
Core Year Group Text	Secrets of a Sun King by Emma Carroll 	Rose Blanche 	Bitter Chocolate 	Macbeth by William Shakespeare – Shakespeare4Kidz playscript 	Foodland by Marcus Sedgwick 	Outlaw, by Michael Morpurgo 
Outcomes	<p>Writing to Inform Non-Chronological report – River Nile</p> <p>Writing to Explain Explanation of the mummification process</p> <p>Writing to Recount Diary of Howard Carter on discovery of Tutankhamun's tomb</p>	<p>Poetry Remembrance poetry</p> <p>Writing to Recount Journalistic report – Coventry Blitz</p> <p>Writing to Narrate Extended narrative – the boy's story</p>	<p>Writing to Inform Non-Chronological report. 'Child Labour in the Chocolate Industry'</p> <p>Writing to Discuss Balanced argument – Should we buy Fair Trade items?</p>	<p>Writing to Narrate Narrative of the opening scene of Macbeth 'The Weird Sisters.'</p> <p>Writing to Describe First person character description</p> <p>Writing to Recount Journalistic recount – Macdeath!</p>	<p>Writing to Narrate Extended narrative – adventure and suspense</p> <p>Writing to Persuade Letter to the local MP on climate change</p>	<p>Writing to Instruct Rescue instruction for Robin to release his father from Nottingham Castle</p> <p>Writing to Describe Setting description</p>



English – Year Six

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word Recognition

Pupils should be taught to:

- 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.

Reading - Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - 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
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views.



English – Year Six

Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar & Punctuation	Writing - Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themspell some words with ‘silent’ letters [for example, knight, psalm, solemn]continue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1use dictionaries to check the spelling and meaning of wordsuse the first three or four letters of a word to check spelling, meaning or both of these in a dictionaryuse a thesaurus.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">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 littlechoosing the writing implement that is best suited for a task.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">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 formsusing passive verbs to affect the presentation of information in a sentenceusing the perfect form of verbs to mark relationships of time and causeusing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibilityusing relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounlearning the grammar for years 5 and 6 in English Appendix 2indicate grammatical and other features by:using commas to clarify meaning or avoid ambiguity in writingusing hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesisusing semi-colons, colons or dashes to mark boundaries between independent clausesusing a colon to introduce a listpunctuating bullet points consistentlyuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">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 ownnoting and developing initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performeddraft and write by:selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing 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’ writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.