



Year 6 English Scheme of Work

Summer 2 – Darwin's Delights							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Short Story	1	<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 - 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 <p>Indicate grammatical, and other features, by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas 		<p>TEXT</p> <ul style="list-style-type: none"> • Harry Potter PoA • Is HP too scary? <p>Day 1-3 reading To predict where to locate answers from the text</p> <p>Green I can quickly locate specific information and refer to it in order to support my comments I can make inferences which are often correct based on evidence from different parts of the text</p> <p>Purple I can begin to locate information from more than one section of a text to support my comments.</p>	<p>To be able to plan and write a short story</p> <p>Writing at Yr 6 expected</p> <p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <p><i>-creating atmosphere, and integrating dialogue to convey character and advance the action</i></p> <p><i>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i></p> <p><i>using a range of cohesive devices, including adverbials, within and across</i></p>	<p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p><u>Sentence Construction</u></p> <p>Secure use of complex sentences – (subordination) with a main and subordinate clause using the full range of conjunctions.</p> <p>Active and passive verbs.</p> <p>Expanded noun phrases to convey information precisely.</p> <p><u>Word Structure/Language</u></p> <p>The difference between vocabulary typical of informal speech and writing</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p> <p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous,</p>



Year 6 English Scheme of Work

		<p>to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>Indicate grammatical, and other features, 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>I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Writing Day 4- To identify the main features of a short story</p> <p>-deconstruct recount/text mark -Building tension -identify success criteria Guided write/model</p>	<p><i>sentences and paragraphs</i></p> <p><i>-using passive and modal verbs mostly appropriately</i></p> <p><i>-using a wide range of clause structures, sometimes varying their position within the sentence</i></p> <p><i>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</i></p> <p>using mostly correctly inverted commas commas for clarity punctuation for parenthesis</p> <p>making some correct use of -semi-colons -dashes -colons hyphens</p>	<p>e.g. direct and reported speech</p> <p>Some; others sentences Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence E.G <i>Some people love football; others just can't stand it</i></p>	<p>spontaneous, courteous</p>



Year 6 English Scheme of Work

Newspaper reports	2 and 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - participate in discussions, presentations, performances, role play, improvisations and debates <p>Develop their understanding of:</p> <ul style="list-style-type: none"> - 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 		<p>Text</p> <ul style="list-style-type: none"> • 5 children and it • The search for treasure • Mummys curse <p>Day 1-3 To predict where to locate answers from the text</p> <p>Green I can quickly locate specific information and refer to it in order to support my comments I can make inferences which are often correct based on evidence from different parts of the text</p> <p>Purple I can begin to locate information from more than one section of a text to support my comments.</p>	<p>Writing at Yr 6 expected</p> <p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <p><i>-creating atmosphere, and integrating dialogue to convey character and advance the action</i></p> <p><i>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i></p> <p><i>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</i></p> <p><i>-using passive and modal verbs mostly appropriately</i></p>	<p>Punctuation Teach the use of a semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>Know how hyphens can be used to avoid ambiguity e.g. man eating shark to man-eating-shark or recover versus re-cover.</p> <p>Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion</p> <p>Viewpoint</p> <p>Parenthesis</p> <p>Teach and practise manipulation of grammatical structures.</p> <p>(use Alan Peat sentence structures.)</p>	<p>Endings which sound like /ʃəl/</p> <p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p> <p>Official, special, artificial, confidential, essential</p>
-------------------	---------	--	--	---	---	--	---



Year 6 English Scheme of Work

		<ul style="list-style-type: none"> - using the perfect form 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 (ie omitted) relative pronoun 		<p>I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Day 4- To identify the structure and language features of personal recount.</p> <p>-deconstruct recount/text mark -identify success criteria Guided write/model</p> <p>Day -5 independent write</p>	<p><i>-using a wide range of clause structures, sometimes varying their position within the sentence</i></p> <p><i>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</i></p> <p>using mostly correctly inverted commas commas for clarity punctuation for parenthesis</p> <p>making some correct use of -semi-colons -dashes -colons hyphens</p>	<p>O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc</p> <p><i>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</i></p>	
--	--	--	--	--	---	---	--



Year 6 English Scheme of Work

Persuasive writing	4	<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 - 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 <p>Indicate grammatical, and other features, by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate 		<p>TEXT</p> <ul style="list-style-type: none"> • The animals of farthing wood • Save the wood • Letters to the editor <p>READING 1-3</p> <p>To reinforce the skill of interpreting different questions</p> <p>To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.</p> <p>WRITING</p> <p>Day 4</p> <p>Identify the main features of persuasive text.</p> <p>Guided write and practise</p>	<p>To be able to plan and write persuasive piece.</p> <p>Writing at Yr 6 expected</p> <p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <p><i>-creating atmosphere, and integrating dialogue to convey character and advance the action</i></p> <p><i>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i></p> <p><i>using a range of cohesive devices, including adverbials, within and across sentences and</i></p>	<p>Punctuation</p> <p>Question mark (RHETORICAL QUESTIONS)</p> <p>Use of a semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>Know how hyphens can be used to avoid ambiguity e.g. man eating shark to man-eating-shark or recover versus re-cover.</p> <p>Irony sentences</p> <p>Deliberately overstates how good or bad something is. The overstated word (such as <i>wonderful</i>) is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced.</p>	<p>Words ending in –ant, –ance/–ancy,</p> <p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p>



Year 6 English Scheme of Work

		<p>parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> - using a colon to introduce a list <p>Indicate grammatical, and other features, 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 - 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 		<p>Day 5 plan Independent writing</p>	<p><i>paragraphs</i></p> <ul style="list-style-type: none"> -using passive and modal verbs mostly appropriately -using a wide range of clause structures, sometimes varying their position within the sentence -using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <p>using mostly correctly inverted commas commas for clarity punctuation for parenthesis</p> <p>making some correct use of -semi-colons -dashes -colons hyphens</p>	<p>Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.</p> <p>E.G Our 'luxury' hotel turned out to be a Farm outbuilding</p> <p><u>Word Structure/Language</u></p> <p>The difference between vocabulary typical of informal speech and writing e.g. direct and reported speech</p>	
--	--	---	--	--	--	--	--



Year 6 English Scheme of Work

		<ul style="list-style-type: none"> - appropriate register - proofread for spelling and punctuation errors 					
Non chronological report (II)	5 and 6	<p>Plan their 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"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - précising longer passages - using a wide range of devices to build 		<ul style="list-style-type: none"> • Why the Whales came • Some fishy facts <p>Day 1-3 reading To predict where to locate answers from the text</p> <p>Green I can quickly locate specific information and refer to it in order to support my comments I can make inferences which are often correct based on evidence from different parts of the text</p> <p>Purple I can begin to locate information from more than one</p>	<p>To be able to plan and write a non-chronological report (various writing prompts)</p> <p>Writing at Yr 6 expected</p> <p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <p><i>-creating atmosphere, and integrating dialogue to convey character and advance the action</i></p> <p><i>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i></p>	<p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p><u>Sentence Construction</u></p> <p>Secure use of complex sentences – (subordination) with a main and subordinate clause using the full range of conjunctions.</p> <p>Active and passive verbs.</p> <p>Expanded noun phrases to convey information precisely.</p> <p><u>Word Structure/Language</u></p> <p>The difference</p>	<p>Endings which sound like /ʃəs/ spelt –cious or –tious</p> <p>Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.</p> <p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>



Year 6 English Scheme of Work

		<p>cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>Indicate grammatical, and other features, by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list 		<p>section of a text to support my comments. I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Writing Day 4- To identify the main features of a non-chronological report</p> <p>-deconstruct recount/text mark -identify success criteria Guided write/model</p> <p>Day -5 Plan independent write</p>	<p><i>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</i></p> <p><i>-using passive and modal verbs mostly appropriately</i></p> <p><i>-using a wide range of clause structures, sometimes varying their position within the sentence</i></p> <p><i>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</i></p> <p>using mostly correctly inverted commas commas for clarity punctuation for parenthesis</p> <p>making some correct use of</p>	<p>between vocabulary typical of informal speech and writing e.g. direct and reported speech</p> <p>Some; others sentences Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence E.G <i>Some people love football; others just can't stand it</i></p>	
--	--	---	--	---	--	--	--



Year 6 English Scheme of Work

					-semi-colons -dashes -colons hyphens		
--	--	--	--	--	---	--	--