



Year 6 English Scheme of Work

Spring 2 – Darwin's Delights							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus/revision	Punctuation and grammar	Spelling
Personal recount	1	<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- 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	SATs Prep	<p>SATS FOCUS</p> <p>Text Gripping war stories</p> <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. 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>Writing at Yr 6 expected</p> <p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none">-<i>creating atmosphere, and integrating dialogue to convey character and advance the action</i>-<i>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</i>-<i>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</i>-<i>using passive and modal verbs mostly appropriately</i>-<i>using a wide range of clause structures, sometimes varying their position within the sentence</i>-<i>using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</i> <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>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>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>	<p>Endings which sound like /fəs/ spelt – cious or – tious</p> <p>Not many common words end like this. If the root word ends in –ce, the /f/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious</p> <p>delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>



Year 6 English Scheme of Work

Non Chronological report	2	<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 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 parenthesis- using semicolons, colons or dashes to mark boundaries between independent clauses- using a colon to introduce a list	SATs prep	<p>TEXT</p> <p>WOOF 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. 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>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 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>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Sentence Construction</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>Word Structure/Language</p> <p>The difference 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>	<p>Endings which sound like /fəl/</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>
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Year 6 English Scheme of Work

Persuasive writing	3	<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 parenthesis- using semicolons, colons or dashes to mark boundaries between independent clauses- 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 appropriate register	SATs Prep	<p>TEXT</p> <p>Carrie's war</p> <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>Green</p> <p>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</p> <p>I can begin to locate information from more than one 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</p> <p>Day 4 Identify the main features of persuasive text.</p> <p>Guided write and practise</p> <p>-deconstruct recount/text mark -identify success criteria Guided write/model</p> <p>Day 5 plan Independent writing</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> <ul style="list-style-type: none">-creating atmosphere, and integrating dialogue to convey character and advance the action-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctlyusing a range of cohesive devices, including adverbials, within and across sentences and paragraphs-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>To use adverbial phrases to link ideas and extend thoughts, e.g. as well as this, some could argue, for example, to this end.</p> <p>To use adverbials such as on the other hand, in contrast, or as a consequence to present an alternative point of view.</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 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. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these. E.G Our 'luxury' hotel turned out to be a Farm outbuilding</p> <p>Word Structure/Language</p> <p>The difference between vocabulary typical of informal speech and writing e.g. direct and reported speech</p>	<p>Words ending in – able and –ible Words ending in – ably and –ibly</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation.</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>
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Year 6 English Scheme of Work

Short story	4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">- listen and respond appropriately to their peersd. articulate and justify opinions- consider different viewpoints- maintain attention and participate actively in collaborative conversations- continue to read and discuss an increasingly wide range of fiction- identify and discuss themes- make comparisons within booksa. continuing to read and discuss a wide range of booksUnderstand what they read by:c. drawing and justifying inferencesd. predicting what might happenProvide reasoned justifications for their viewsUnderstand what they read by:e. summarising main ideas and key pointsParticipate in discussions about books they read themselves <p>• Use the language conventions and grammatical features of the different types of text as appropriate.</p>	SATs prep	<p>TEXT Text extracts</p> <p>Harry Potter and the prisoner of Azkanban.</p> <p>Day 1-3 READING</p> <p>To reinforce the skill of interpreting different questions. Green</p> <p>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. I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Day 4 Writing</p> <p>To identify the structure and features of short stories</p> <p>Guided write and practise -deconstruct recount/text mark -identify success criteria Guided write/model</p> <p>Day 5 Plan Independent write</p> <p>Children plan and write short stories elaborating by use of descriptive words and further details.</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> <ul style="list-style-type: none">-creating atmosphere, and integrating dialogue to convey character and advance the action-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctlyusing a range of cohesive devices, including adverbials, within and across sentences and paragraphs-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 precisionusing mostly correctly inverted commas commas for clarity punctuation for parenthesismaking some correct use of -semi-colons -dashes -colons hyphens	<p>Adverbials Adverbial phrases – when more than one word does the adverb's job. - The hurricane struck the island whilst we were asleep.</p> <p>Linking paragraphs</p> <p>Children investigate the use of adverbials to link sentences or paragraphs together</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Relative clauses/pronouns Additional information.</p> <p>Ad, some ad sentence 3d sentence (Alan Peat)</p> <p>use a selection of precise vocabulary and manipulate a range of sentence types</p> <p>Use the full range of key stage 2 punctuation, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</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>
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Year 6 English Scheme of Work

3 rd person recount	5	<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>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p>	SATs practice	<ul style="list-style-type: none">• When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.• Use the language conventions and grammatical features of the different types of text as appropriate. <p>To identify and understand the difference between structures typical of informal speech and structures appropriate for formal speech (and the use of the subjunctive)</p> <p>To identify informal/formal structures, e.g. use of question tags (informal) and use of subjunctive (formal) Contractions (informal) slang/colloquial language (informal)</p>	<p>To plan and write a 3rd person recount</p> <p>Writing at Yr 6 expected</p> <ul style="list-style-type: none">-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctlyusing a range of cohesive devices, including adverbials, within and across sentences and paragraphs-using passive and modal verbs mostly appropriatelyusing passive verbs to affect the presentation of information in a sentenceusing modal verbs or adverbs to indicate degrees of possibility-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 precisionusing mostly correctly inverted commas commas for clarity punctuation for parenthesismaking some correct use of<ul style="list-style-type: none">-semi-colons-dashes-colonsHyphens <p>Develop their understanding of:</p> <ul style="list-style-type: none">-recognising vocabulary and structures that are appropriate for informal/ formal speech and writing, including subjunctive forms--using the perfect form of verbs to mark relationships of time and cause-using expanded noun phrases to convey complicated information concisely--using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	<p>Punctuation</p> <p>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>O.(I.) sentences OR Outside: Inside sentences</p> <p>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)</p> <p>Bracketed sentence shows viewpoint.</p> <p>Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/t errified 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>	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p>and words ending in -ce and -se</p> <p>deceive, conceive, receive, perceive, ceiling</p>
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Year 6 English Scheme of Work

Discursive (balanced argument)		<p>-listen and respond appropriately to adults and their peers</p> <p>-ask relevant questions to extend their understanding and knowledge</p> <p>-use relevant strategies to build their vocabulary</p> <p>-participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>To understand the difference between biased and balanced arguments.</p> <p>To understand how to develop a formal balanced argument, verbally and in writing.</p> <p>To develop a wider variety of connectives to present opposing viewpoints.</p>	SATs practice	<p>TEXT</p> <p>The Midnight Fox</p> <p>Day 1-3</p> <p>READING</p> <p>To reinforce the skill of interpreting different questions.</p> <p>Green</p> <p>I can quickly locate specific information and refer to it in order to support my comments</p> <p>I can make inferences which are often correct based on evidence from different parts of the text</p> <p>Purple</p> <p>I can begin to locate information from more than one section of a text to support my comments.</p> <p>I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.</p> <p>Day 4</p> <p>Writing</p> <p>To identify the main features of discursive text and compare them with the main features of persuasive text.</p> <p>Guided write and practise</p> <p>-deconstruct recount/text mark</p> <p>-identify success criteria</p> <p>Guided write/model</p> <p>Day 5</p> <p>Plan</p> <p>Independent write</p> <p>Children plan and write a discursive text.</p>	<p>To plan and write a discursive text.</p> <p>Writing at Yr 6 expected</p> <p>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>-using passive and modal verbs mostly appropriately</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>-using a wide range of clause structures, sometimes varying their position within the sentence</p> <p>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>using mostly correctly</p> <p>inverted commas</p> <p>commas for clarity</p> <p>punctuation for parenthesis</p> <p>making some correct use of</p> <p>-semi-colons</p> <p>-dashes</p> <p>-colons</p> <p>Hyphens</p> <p>Develop their understanding of:</p> <p>-recognising vocabulary and structures that are appropriate for informal/ formal speech and writing, including subjunctive forms</p> <p>-</p> <p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-</p> <p>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p><u>Nouns, which where sentences embedded clauses (Alan Peat)</u></p> <p><u>Impersonal tone passive sentence</u></p> <p>Writing at Yr 6 expected</p> <p>-selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>-using passive and modal verbs mostly appropriately</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>-using a wide range of clause structures, sometimes varying their position within the sentence</p> <p>-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>using mostly correctly</p> <p>inverted commas</p> <p>commas for clarity</p> <p>punctuation for parenthesis</p> <p>making some correct use of</p> <p>-semi-colons</p> <p>-dashes</p> <p>-colons</p> <p>Hyphens</p> <p>Develop their understanding of:</p> <p>-recognising vocabulary and structures that are appropriate for informal/ formal speech and writing, including subjunctive forms</p> <p>-</p> <p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-</p> <p>-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>Use of the hyphen</p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>co-ordinate, re-enter, co-operate, co-own</p>
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