

English Modules – Year 6												
Term 1			Term 2				Term 3					
Narrative	A range of narrative focus (5 weeks)			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (3 weeks)			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc	Fiction form our literary heritage (3 weeks)		Geography non-fiction study linked to English - writing information pages and non-fiction accounts taking into account the writer's perspective and the needs of the reader/audience/ purpose and form	
Suggested final written outcome	Quest Story (2 weeks) creating new game plot for Epic Citadel Narrative from a character's point of view (Highwayman) Christmas Calamity (1 week) (following Father Christmas' disaster in Santa Clause, the movie)				A range of stories using a narrative technique linked to units e.g. War of the Worlds, Book Study, Replay etc etc Steven Spielberg: narrative setting for new war film WotW: Continue the Story from the eye witness account				Take a text and study in detail, writing in the style of the author e.g. the Hobbit Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.			
Nonfiction	Explain (1 week)	Persuade (1 week)	Inform (3 weeks)		Explain/ Inform (2 weeks)	Discuss (2 weeks)	Inform/ Describe (1 week)		Describe/ Entertain/ inform (3 weeks)	Discuss (1 week)		
Suggested final written outcome	How your roller-coaster works	Persuade a theme park to take your roller-coaster design	Diary entry from a character's point of view Information page about roller-coaster Letter to year 5 about residential		Create and use a flowchart to write a process, ensuring relevant details are included (staying safe in an air raid - link to ICT) Newspaper article detailing the outbreak of WW2	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Eye Witness account linked to WotW		Write from an extreme sports person's point of view - diary/letter/recount/blog/after dinner speech - challenge a point of view and write from a perspective alien to every day life Mockumentary	Debate extreme sports and their merits/discuss the virtues e.g. risk vs reward or life vs death		
Poetry	Vocabulary Building and authorial intent (the Highwayman) (1 week)				Vocabulary building (1 week)		Structure – Monologues					
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse		Read and respond					

<p>Skills to be covered</p>	<p>I can write for a range of purposes and audiences: I can use paragraphs to organise ideas I can describe settings and characters I can use cohesive devices across sentences and paragraphs (and, but, so, because) I can use correct subject, verb agreement I can write simple, compound and complex sentences I can use sub-ordinators (when, if, after, while, even though) I can use capital letters, full stops, exclamation marks and question marks) I can use apostrophes for contraction I can write using legible, joined handwriting I can use modal verbs I can use adverbs, preposition and expanded noun phrases I can use commas for clarity I can use brackets for parenthesis</p>	<p>I can write for a range of purposes and audiences: I can use paragraphs to organise ideas I can describe settings and characters I can use cohesive devices across sentences and paragraphs (and, but, so, because) I can use correct subject, verb agreement I can write simple, compound and complex sentences I can use sub-ordinators (when, if, after, while, even though) I can use capital letters, full stops, exclamation marks and question marks) I can use apostrophes for contraction I can write using legible, joined handwriting I can use dialogue to advance a story I can create atmosphere I can use language, grammar and vocabulary to reflect the level of formality required I can use a range of cohesive devices across paragraphs I can use passive and modal verbs I can use a variety of clauses and vary their position in sentences I can use adverbs, preposition and expanded noun phrases I can use semi-colons and colons I can write fluently and legibly</p>	<p>I can write for a range of purposes and audiences: I can use paragraphs to organise ideas I can describe settings and characters I can use cohesive devices across sentences and paragraphs (and, but, so, because) I can use correct subject, verb agreement I can write simple, compound and complex sentences I can use sub-ordinators (when, if, after, while, even though) I can use capital letters, full stops, exclamation marks and question marks) I can use apostrophes for contraction I can write using legible, joined handwriting I can use dialogue to advance a story I can create atmosphere I can use language, grammar and vocabulary to reflect the level of formality required I can use a range of cohesive devices across paragraphs I can use passive and modal verbs I can use a variety of clauses and vary their position in sentences I can use adverbs, preposition and expanded noun phrases I can use semi-colons, dashes, colons and hyphens I can write fluently and legibly</p> <p><u>Greater Depth:</u> I can manage shifts in formality I can select verbs for meaning and effect I can use colons and semi-colons to mark boundaries between clauses</p>
<p>Spellings</p>	<p>Ongoing from year 4 I can spell words from the five/six list listening for syllables and stressed and unstressed vowels I can spell homophones linked to word class function e.g. device and devise, practice and practise) I can spell verb prefixes e.g. dis, de, mis, over, re I can spell words with the 'ough' pattern I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify</p>	<p>Ongoing from year 4 I can spell words from the five/six list listening for syllables and stressed and unstressed vowels I can spell homophones linked to word class function e.g. device and devise, practice and practise) I can spell verb prefixes e.g. dis, de, mis, over, re I can spell words with the 'ough' pattern I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify I can spell words with silent letters e.g. knife, knight, lamb, solemn, island I can spell words with the suffixes 'able' and 'ible' to make adjectives I can spell words with the suffix 'ant,' 'ance' and 'ence' to create nouns and 'ent' to make adjectives</p>	<p>Ongoing from year 4 I can spell words from the five/six list listening for syllables and stressed and unstressed vowels I can spell homophones linked to word class function e.g. device and devise, practice and practise) I can spell verb prefixes e.g. dis, de, mis, over, re I can spell words with the 'ough' pattern I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify I can spell words with silent letters e.g. knife, knight, lamb, solemn, island I can spell words with the suffixes 'able' and 'ible' to make adjectives I can spell words with the suffix 'ant,' 'ance' and 'ence' to create nouns and 'ent' to make adjectives I can spell words with the suffixes 'cial' and 'tial' to make adjectives I can spell words with suffixes 'cious' and 'tious' to make adjectives</p>
