

Draft Schemes of Work – Edexcel Primary Curriculum

May 2011

Dear Centre,

The Schemes of Work in this booklet have been prepared to provide teachers with an overview of the coverage provided by the Edexcel Primary Curriculum for English. Centres which register for the Edexcel Primary Curriculum will receive the final version of this document. *Please note that the Schemes of Work for secondary English are not available as yet but will be added to an updated version of the Lower Secondary document as soon as they are available.*

In addition to these Schemes of Work centres which register for the Edexcel Primary Curriculum will receive six completed units, including unit tests and mark schemes, for English and Mathematics for Years 3-6 and three completed units, including unit tests and mark schemes, for Science for Years 3-6. They will also have the opportunity to purchase Achievement Tests for English, Mathematics and Science for Year 6 and Progress Tests for each of Years 3-6 for English, Mathematics and Science. The Achievement Tests will be externally marked by Edexcel. The Progress Tests will be internally assessed by centres. Further information about the availability of Achievement Tests and Progress Tests will be provided to centres as soon as it is available.

Draft sample units for English for Year 6 are available on the Edexcel web site for the Edexcel Primary Curriculum. Draft sample units for English for the Year 9 Edexcel Lower Secondary Curriculum will be added to the website as soon as they are available.

Further information about the Edexcel Primary Curriculum and the Edexcel Lower Secondary Curriculum is available from the Edexcel Regional Development Manager for your region. Details of international Regional Development Managers are available on the Edexcel website: www.edexcel.com



English Scheme of Work – Year 3 Overview

Term One	Objectives
Unit 1: Story settings	<ul style="list-style-type: none"> ● Explore story settings ● Identify and talk about the effect of words and phrases that describe scenes ● Understand how settings can influence characters' behaviour and what happens ● Use knowledge of grammar and punctuation to read aloud with expression ● Develop awareness of different voices in stories ● Understand the purpose of dialogue in a story and how dialogue (speech) is presented ● Generate and record ideas for a story using reading as a model for own writing ● Write a setting description for a familiar place ● Write a short dialogue ● Use paragraphs to organise ideas ● Understand the function of adjectives; identify adjectives in reading; use adjectives in writing ● Identify statements, questions and exclamations using punctuation clues ● Practise writing and punctuating sentences ● Understand how spellings of adjectives alter when <i>-est</i> is added
Unit 2: Plays	<ul style="list-style-type: none"> ● Know the differences between prose and play-scripts ● Identify and understand the key features of a play-script ● Read a play-script ● Respond imaginatively to character and plot, expressing views and referring back to the text to support views ● Mark up a play-script to support reading aloud with expression and performance, taking account of grammar and punctuation ● Understand the difference between dialogue in stories and dialogue in play-scripts ● Develop awareness of different 'voices' in stories ● Identify statements, questions, orders and exclamations ● Understand and use vocabulary related to drama conventions ● Write a simple play-script based on reading
Unit 3: Comparing fact and fiction	<ul style="list-style-type: none"> ● Distinguish between fact and fiction ● Identify and understand differences in the style and structure of fiction and non-fiction writing ● Locate information using organisational features and aids



Term One	Objectives
Unit 3: Comparing fact and fiction <i>continued</i>	<ul style="list-style-type: none"> ● Identify and explore a range of other devices for presenting text ● Identify main points/ideas in information texts ● Use knowledge of grammar and context to read unfamiliar words ● Identify the boundaries between sentences ● Understand how the spelling of verbs changes when <i>-ing</i> is added ● Understand the purpose and organisation of dictionaries and thesauruses ● Make a simple record of information from texts read
Unit 4: Poetry: Oral and performance poetry	<ul style="list-style-type: none"> ● Read and respond to oral and performance poetry from a variety of cultures ● Mark up text for reading aloud with expression ● Rehearse poems for performance ● Evaluate own and others' performance ● Extend and write new verses for performance poetry ● Identify commas in reading and begin to understand their purpose ● Identify and explain the use of speech marks ● Identify adjectives in reading and experiment with different adjectives in writing ● Identify and be able to spell common suffixes ● Investigate the spelling of words with silent letters
Unit 5: Non-fiction: Non-chronological reports	<ul style="list-style-type: none"> ● Identify and explain features of a non-chronological report ● Find and retrieve information, using the organisational devices of information texts ● Compare how information is presented in different information texts ● Identify main points, eg by making notes, underlining key words/phrases ● Write simple non-chronological reports, using notes to organise information ● Understand the function of paragraphs ● Write questions and punctuate appropriately with a question mark ● Use commas appropriately in a list ● Collect new words from reading ● Infer meaning of new words from context ● Use dictionaries ● Know what a verb is and its function in a sentence; recognise verbs in the present tense ● Know what a noun is; distinguish between common and proper nouns



Term Two	Objectives
Unit 6: Traditional stories	<ul style="list-style-type: none"> ● Recognise the language features of traditional stories ● Recognise the content and themes of traditional stories – eg good over evil, weak over strong, wise over foolish ● Identify and talk about characters typical of traditional stories ● Compare different versions of the same story ● Write character portraits based on characters from reading ● Plan own story, using traditional-story themes and characters ● Understand the function of adjectives ● Investigate pluralisation ● Investigate opposites
Unit 7: Non-fiction: Instructions	<ul style="list-style-type: none"> ● Read and follow simple instructional text ● Identify the different types and purposes of instructional texts ● Understand how written instructions are structured and organised, eg lists, numbered or bullet points, flow diagrams, keys ● Write instructions for different purposes, using different structures and organisational devices ● Evaluate instructions ● Experiment with deleting words in sentences to see which are essential and which are not ● Classify verbs into 1st, 2nd and 3rd person and understand the difference ● Understand the need for grammatical agreement in speech and writing ● Investigate the use of temporal connectives in instructions ● Develop vocabulary through reading and make use of new words in own writing
Unit 8: Myths and legends	<ul style="list-style-type: none"> ● Investigate the features of myths and legends ● Explore traditional story language and story openings ● Explore story structure ● Map and plan stories ● Write a new episode in the style of a read story ● Create a title for a myth following style of read myth ● Write a myth ● Revise own writing ● Investigate use of connective words and phrases ● Use context and word class to infer meaning of unfamiliar words



Term Two	Objectives
Unit 8: Myths and legends <i>continued</i>	<ul style="list-style-type: none"> ● Investigate pluralisation ● Investigate verbs in the past tense ● Identify and make compound words
Unit 9: Poetry: Pictures and patterns	<ul style="list-style-type: none"> ● Read poems aloud with expression ● Investigate features of poetry ● Identify and discuss patterns of language and ideas in a poem ● Talk about the impact of descriptive words, phrases and layout ● Express personal response to a poem, identifying specific words and phrases to support views ● Identify rhyming and non-rhyming poetry and understand differences ● Understand what a calligram is and invent own calligrams ● Understand that the shape of a poem can suggest its subject ● Understand what a kenning is and invent own kennings ● Collect examples of movement verbs ● Use a poem as model for own writing ● Know how words change when adding -y
Unit 10: Alphabetical texts	<ul style="list-style-type: none"> ● Understand why some texts are ordered alphabetically ● Scan alphabetically ordered texts to find information quickly ● Find books by classification in libraries ● Develop vocabulary related to library use and organisation ● Compose alphabetically ordered texts, using information from other curriculum subjects, own experience or other information books ● Summarise the content and main point of a piece of text ● Use commas appropriately in sentences ● Explore synonyms ● Understand the purpose and organisation of dictionaries and thesauruses ● Understand how dictionaries can be used to aid spelling

Term Three	Objectives
Unit 11: Story plots	<ul style="list-style-type: none"> ● Sequence events in a story ● Understand and identify key elements of plot ● Interpret and discuss characters' feelings, behaviour and relationships ● Identify and describe writers' techniques for conveying feelings and creating suspense



	<ul style="list-style-type: none"> ● Read aloud with expression ● Evaluate the credibility of events in an adventure story ● Distinguish between 1st and 3rd person narratives ● Write dialogue with descriptive reporting clauses ● Write a 1st person account ● Identify pronouns and understand their function ● Use dictionaries and thesauruses to extend vocabulary ● Understand the function of conjunctions and connectives and use them in own writing to link events clearly ● Develop understanding and use of synonyms ● Know what a contraction is and use apostrophes for contractions
Unit 12: Non-fiction: Letters	<ul style="list-style-type: none"> ● Read letters and identify the different purposes for which they are written ● Know the difference between formal and informal letters ● Understand the format and layout of letters ● Summarise the content and main point of a piece of text ● Write letters for different purposes, using appropriate style for purpose and intended audience ● Use paragraphs to organise writing ● Explore time connectives in reading and use in own writing ● Write with grammatical agreement between pronouns and verbs ● Edit own writing ● Collect and classify expressions used in letter writing
Unit 13: Stories by the same author	<ul style="list-style-type: none"> ● Recall the main points of the story in the correct sequence ● Compare and evaluate stories, giving reasons for preference ● Know and use appropriate language to refer to story aspects – eg opening, setting, build-up, mood ● Distinguish between 1st, 2nd and 3rd person narratives ● Discuss characters' feelings ● Write book reviews ● Plan and write an extension or different ending for a story ● Develop knowledge of words and phrases that signal time sequences ● Use a range of connectives to join sentences in more complex ways ● Identify pronouns and their function in sentences
Unit 14: Humorous poetry, poetry with word play	<ul style="list-style-type: none"> ● Compare and categorise forms of humour ● Share and compare reasons for preferences ● Recite by heart poetry that plays with language ● Recognise patterns of sound that create effects – eg rhyme, alliteration, onomatopoeia ● Write poetry that uses sound and language play to create



	<p>effects</p> <ul style="list-style-type: none"> ● Explore homonyms and their use for humorous effect ● Build upon words with similar patterns and meanings to spell new words
<p>Unit 15: Research and reference skills</p>	<ul style="list-style-type: none"> ● Revise and secure knowledge of alphabetical order ● Identify and understand the purpose of different alphabetically organised texts (eg dictionary, thesaurus, encyclopaedia, index, glossary) ● Know what information dictionaries can provide about words ● Understand the layout of a dictionary entry ● Know vocabulary related to dictionary entries, eg guide word, headword, pronunciation, definition, accent, syllable, part of speech, origin ● Develop thesaurus skills ● Read information texts ● Develop quick reading strategies to find information: skimming and scanning ● Understand and use reference aids such as contents, index and glossary ● Formulate questions before reading ● Develop note-making skills ● Revise what a verb is and its function in a sentence; recognise verbs in the present tense; understand the need for noun/verb grammatical agreement ● Write information texts from notes



Term Three	Objectives
Unit 13: Fiction: Stories about different cultures <i>continued</i>	<ul style="list-style-type: none"> ● Use a mixture of speech, action and description in writing ● Revise the different uses of commas ● Explore alternative words for 'said'
Unit 14: Poetry: Exploring form	<ul style="list-style-type: none"> ● Develop understanding of poetry terms and vocabulary and use appropriately when talking about poems ● Identify and explain different forms of poetry ● Explain the meaning of a poem ● Understand how poets can use form to help convey meaning ● Respond to poetry in different ways ● Annotate a poem for performance ● Perform a poem and evaluate performance ● Write a poem based on one read and evaluate against criteria ● Express a personal response to the writing process ● Use rhyming words to develop spelling strategies ● Identify word classes and understand how they can change if order of words changes ● Understand how word order is different in statements and questions
Unit 15: Non-fiction: Arguments and discussions	<ul style="list-style-type: none"> ● Read and explore a variety of discussion and argument texts ● Understand how discussions and arguments are structured ● Understand the concepts of 'point of view', 'balanced argument', 'supporting detail' and 'debate' ● Identify and summarise orally and in writing main points of an argument ● Understand the different types of connective and investigate their use to structure arguments ● Understand the function of punctuation marks and use appropriately in own writing ● Plan and write a balanced argument/discussion on a relevant topic ● Evaluate the effectiveness of argument texts



English Scheme of Work – Year 4 Overview

Term One	Objectives
Unit 1: Historical fiction	<ul style="list-style-type: none"> ● Recall main points of a story in order ● Recognise the features of historical fiction ● Find evidence in the text about the period in which the story is set ● Understand how writers develop characters and settings from small details ● Recognise how writers use language to influence the reader's response ● Identify the characteristics of main characters ● Express and explain personal responses ● Understand and map narrative order and story structure ● Develop knowledge of verbs and verb tenses; identify powerful verbs ● Identify adverbs and understand their function in sentences ● Distinguish between the spellings and meanings of common homophones ● Write character descriptions ● Write a story using a read story as a model ● Use paragraphs to organise and sequence writing
Unit 2: Newspapers and magazines	<ul style="list-style-type: none"> ● Investigate different types of text in newspapers and magazines ● Explore stylistic and graphic features of journalistic writing ● Understand the difference between 'fact' and 'opinion' ● Develop note-taking skills ● Discuss the idea and effect of exaggeration ● Write in the style of newspapers and magazines ● Investigate the grammar of headlines ● Develop knowledge and use of verbs and verb tenses ● Collect and compose words and phrases typical of news reports ● Practise spelling tense changes of irregular verbs
Unit 3: Plays	<ul style="list-style-type: none"> ● Prepare, read and perform play-scripts with appropriate expression ● Identify the differences between play-scripts and stories ● Recognise and understand how a play-script is set out ● Chart the build-up of a play scene ● Use drama techniques to explore character and points of view ● Write dialogue and play-scripts



Term One	Objectives
Unit 3: Plays <i>continued</i>	<ul style="list-style-type: none"> ● Identify sentence types: statements, questions, commands and exclamations ● Identify and use adverbs showing how a character acts and speaks ● Understand use of commas to designate boundaries in sentences and pauses in speech ● Understand and use vocabulary related to drama conventions
Unit 4: Poetry: Exploring themes	<ul style="list-style-type: none"> ● Identify and discuss similarities and differences between poems with similar themes ● Investigate verse forms and rhyme patterns ● Explore figurative language – eg simile, metaphor, personification ● Discuss personal views and preferences ● Write poems based on poems read ● Experiment with words and phrases – eg powerful verbs, adjectives, made-up words ● Experiment with bending grammar rules for poetic purposes ● Use punctuation to clarify meaning ● Develop vocabulary through reading poetry
Unit 5: Instructions	<ul style="list-style-type: none"> ● Identify purposes for different types of instructions text ● Identify features of instructions texts, eg intended outcome stated at beginning (title); listing materials or ingredients; clearly set out sequential stages; language of commands, eg imperatives ● Make notes and write a simple report ● Understand the purpose of a flow chart and create one for an instructions text ● Turn notes into sentences ● Write clear instructions using conventions learned from reading ● Edit and improve own writing ● Give clear directions orally ● Evaluate instructions ● Know the function and form of imperative verbs ● Use and experiment with different adjectives ● Identify and use common adverbs, eg with <i>-ly</i> suffix



Term Two	Objectives
Unit 6: Fiction: Imaginary worlds	<ul style="list-style-type: none"> ● Identify the features of stories set in imaginary worlds ● Explore writers' techniques for creating setting, mood and atmosphere ● Explore how characters and events are influenced by setting ● Identify descriptive and expressive language and use in own writing ● Understand how writers use descriptive language to convey characters' thoughts and feelings ● Compare and evaluate stories and express preferences ● Understand the concept of, and identify 'intended audience' ● Plan a story in chapters ● Use oral story-telling as a technique for planning a written story ● Write a fantasy story ● Edit and revise own writing ● Understand that language changes over time ● Extend knowledge of adjectives ● Identify suffixes that change nouns into adjectives
Unit 7: Non-fiction: Information texts	<ul style="list-style-type: none"> ● Use skimming and scanning techniques to evaluate and locate information ● Plan a research project ● Compose questions for research ● Develop library skills ● Collect and compile information from several sources ● Extend knowledge of different types of information texts ● Revise features of information texts ● Develop note-making skills using different formats ● Turn notes into continuous prose ● Develop a new way for presenting information ● Investigate the significance of word order ● Understand the way in which clauses are connected
Unit 8: Poetry: Creating images	<ul style="list-style-type: none"> ● Explore how poets create images and moods ● Explore figurative language – eg simile, metaphor, personification ● Investigate verse forms and rhyme patterns ● Discuss personal responses and preferences ● Identify and explain the effect of expressive language, eg powerful verbs and adjectives ● Develop vocabulary through reading poetry



Term Two	Objectives
Unit 8: Poetry: Creating images <i>continued</i>	<ul style="list-style-type: none"> ● Understand the use (or lack of use) of punctuation in poetry ● Rehearse and perform poetry ● Write poems based on poems read ● Experiment with word order
Unit 9: Fiction: Author study	<ul style="list-style-type: none"> ● Read stories by the same author ● Research information about the author ● Identify and discuss common themes and issues in stories ● Explore author's style of writing ● Explore the use of chapters and paragraphs to structure stories ● Keep a response journal ● Use role-play to understand different viewpoints and behaviours of characters in stories ● Write a letter to the author and/or write questions for an interview with the author ● Write a different ending or a sequel in the style of the author
Unit 10: Non-fiction: Explanations	<ul style="list-style-type: none"> ● Identify features of explanation texts ● Compare different explanation texts on the same topic ● Evaluate explanation texts ● Identify content, purpose and audience of book from cover ● Identify purpose and features of contents page ● Use a flow chart to plan own explanation text ● Understand the use of paragraphs to organise and sequence information ● Write explanations of a process, using conventions identified through reading ● Practise alphabetical order ● Write a contents page ● Revise use of present tense verbs for information texts ● Identify key nouns and verbs ● Experiment with synonyms for precision ● Know the difference between apostrophes for contraction and possession ● Use a range of connecting words and phrases to improve text



Term Three	Objectives
Unit 11 :Fiction: Exploring issues and dilemmas	<ul style="list-style-type: none"> ● Identify issues and dilemmas in stories ● Analyse and evaluate writer's treatment of issues and dilemmas ● Identify the characteristics of the main characters ● Explore how settings influence characters' actions ● Use drama techniques to explore character and points of view ● Develop capacity to empathise with characters ● Understand cause and effect ● Plan and write a story with a suitable ending that resolves issues ● Use paragraphs to organise and sequence writing ● Investigate the grammar of different sentence types ● Identify and develop knowledge of suffixes
Unit 12: Non-fiction: Persuasion	<ul style="list-style-type: none"> ● Read and explore different types of persuasive text ● Identify the language and visual features of persuasive texts ● Evaluate the impact and effectiveness of persuasive texts ● Write persuasive texts based on texts read ● Identify word classes and explore ways of changing words from one class to another ● Revise imperative verbs ● Revise adjectives of comparison ● Understand the function of punctuation marks and use appropriately in own writing ● Understand the difference between apostrophes of contraction and possession and use appropriately ● Plan and write own persuasive text, eg advertisement
Unit 13: Fiction: Stories about different cultures	<ul style="list-style-type: none"> ● Read stories from a variety of different places and times ● Use inference to determine meaning ● Describe story settings and explore how settings influence characters and events ● Identify and explore problems and solutions in stories ● Use punctuation to read aloud with expression ● Summarise the plot ● Find and use evidence from the text to support ideas, views and preferences ● Compare characters' lives with their own ● Compare and contrast stories ● Write a review ● Write an ending to an episode



Term Three	Objectives
Unit 13: Fiction: Stories about different cultures <i>continued</i>	<ul style="list-style-type: none"> ● Use a mixture of speech, action and description in writing ● Revise the different uses of commas ● Explore alternative words for 'said'
Unit 14: Poetry: Exploring form	<ul style="list-style-type: none"> ● Develop understanding of poetry terms and vocabulary and use appropriately when talking about poems ● Identify and explain different forms of poetry ● Explain the meaning of a poem ● Understand how poets can use form to help convey meaning ● Respond to poetry in different ways ● Annotate a poem for performance ● Perform a poem and evaluate performance ● Write a poem based on one read and evaluate against criteria ● Express a personal response to the writing process ● Use rhyming words to develop spelling strategies ● Identify word classes and understand how they can change if order of words changes ● Understand how word order is different in statements and questions
Unit 15: Non-fiction: Arguments and discussions	<ul style="list-style-type: none"> ● Read and explore a variety of discussion and argument texts ● Understand how discussions and arguments are structured ● Understand the concepts of 'point of view', 'balanced argument', 'supporting detail' and 'debate' ● Identify and summarise orally and in writing main points of an argument ● Understand the different types of connective and investigate their use to structure arguments ● Understand the function of punctuation marks and use appropriately in own writing ● Plan and write a balanced argument/discussion on a relevant topic ● Evaluate the effectiveness of argument texts



English Scheme of Work – Year 5 Overview

Autumn term	Objectives
Unit 1: Fiction: Story structure and characters	<ul style="list-style-type: none"> Analyse story structure Explore story openings Explore how writers describe characters Compare and contrast characters Use drama techniques to develop understanding of characters' thoughts and feelings Understand and identify point of view Write an effective story opening Write a character profile Rewrite a scene from a different point of view; third person to first person Write a story ending Revise use of time connectives Identify past tense and auxiliary verbs Explore expressive and figurative language: similes, metaphors, synonyms Know the difference between direct and reported speech; how to set out and punctuate dialogue
Unit 2: Fiction /Non-fiction: All kinds of scripts	<ul style="list-style-type: none"> Read different types of scripts Investigate features of scripts: narrative and non-narrative Identify point of view and perspective Know the difference between direct and reported speech Annotate a script to support reading aloud with expression and performance, taking account of grammar and punctuation Develop presentation and performance skills Write own scripts: narrative and non-narrative Distinguish between formal and informal language and use appropriately in own writing Identify adverbs of manner and place in scripts and use in own writing Understand and use vocabulary related to script conventions
Unit 3: Non-fiction: Investigating instructions	<ul style="list-style-type: none"> Read different types of instructional text Understand and identify the various purposes and structural and language features of different types of instructional text Evaluate instructions for clarity and usefulness Develop note-making skills Write clear instructions, using conventions learned from reading Secure knowledge of imperative verbs and use



	<p>appropriately in own writing</p> <ul style="list-style-type: none"> Recognise different sentence types (statement, question, command, exclamation) and their uses Identify adverbs of manner, place and time and use in own writing Identify and understand the function of prepositions
Unit 4: Poetry: Elements of style	<ul style="list-style-type: none"> Read poems by significant poets Identify distinctive features of a poet's work, eg style, themes Explain and justify personal responses Understand and explain how poets use expressive and figurative language to create images and effects Analyse structure of different verse forms Investigate different types of rhyme: full, half, internal Write own poem in the style of one read Understand what is meant by 'poetic licence' and experiment with word-play, grammar and punctuation in own writing Use a rhyming dictionary Develop use of synonyms Develop vocabulary through reading poetry
Unit 5: Non-fiction: Recounts	<ul style="list-style-type: none"> Revise features of non-fiction texts Investigate features of non-fiction recount Compare information from two or more sources on the same subject Compare different types of non-fiction recount Express personal opinions, supporting them with evidence from text Formulate questions for research Use annotation as a method of note-making Write formal and informal recounts Explore how writers use language for dramatic effect Extend knowledge and use of connectives

Spring term	Objectives
Unit 6: Fiction: Myths, legends and fables	<ul style="list-style-type: none"> Investigate the typical features of myths, legends and fables Explore similarities and differences in stories Compare oral and written storytelling Make notes in preparation for telling a story Develop oral storytelling techniques Write own myths, legends and fables from a plan, using features identified in reading Investigate antonyms Understand and identify onomatopoeia



	<ul style="list-style-type: none"> • Distinguish between different types of noun: common, proper, abstract • Identify and understand the function of pronouns • Investigate metaphorical expressions
Unit 7: Non-fiction: Exploring explanations	<ul style="list-style-type: none"> • Read a variety of explanation texts • Understand the purpose of explanation texts • Identify structural and language features of explanation texts • Evaluate explanation texts • Understand the use of paragraphs to organise and sequence information • Plan and write an explanation, using features learned through reading • Identify and use different question types • Explore ambiguity in sentences • Experiment with sentence construction: simple, compound and complex • Use a range of connecting words and phrases to improve text • Develop technical and specialised vocabulary through reading
Unit 8: Poetry: Classic narrative poems	<ul style="list-style-type: none"> • Read and respond to a narrative poem • Express and justify opinions and preferences with reference to text • Compare different versions of the same story • Analyse the structure of a narrative poem • Explore characters in a narrative poem • Explore imagery, figurative language and other poetic devices and their effects • Prepare and give a poetry performance • Write an extension to a poem, retaining style of original • Understand that vocabulary changes over time • Use dictionaries to investigate archaic and unfamiliar words and phrases • Experiment with word order in sentences • Compare dialect and standard English
Unit 9: Non-fiction: The art of persuasion	<ul style="list-style-type: none"> • Understand the purpose of persuasive texts • Read and respond to different types of persuasive text • Identify structural and language features of persuasive texts • Identify persuasive techniques (eg ambiguity, exaggeration) and evaluate their effectiveness • Identify point of view, perspective • Know the difference between fact and opinion • Analyse and evaluate graphic and layout techniques used in persuasive texts



	<ul style="list-style-type: none"> • Write persuasive texts based on texts read • Develop knowledge and use of different types of connective (eg time, opposition, cause and effect, addition) • Revise imperative verbs • Revise adjectives of comparison
Unit 10: Fiction: Traditional stories	<ul style="list-style-type: none"> • Read a range of traditional stories • Understand what is meant by 'oral tradition' • Compare and contrast oral and written story-telling • Compare different versions of the same story • Understand how stories change over time and from place to place • Identify structural and language features of traditional stories • Explore common character types, themes and plots in traditional stories • Investigate narrative point of view • Rewrite a traditional story from a different point of view • Organise text into paragraphs with appropriate use of connectives • Revise pronouns

Summer term	Objectives
Unit 11: Fiction: Other cultures	<ul style="list-style-type: none"> • Read and explore stories from a variety of different places and times • Compare characters' lives with own • Identify story setting • Express personal response to text, using evidence from text • Understand how viewpoint affects reader response • Identify story themes • Analyse a writer's style • Use drama techniques to develop ideas for writing • Understand the purpose and format of diaries; use conventions and language of diary writing • Write a new scene for a story • Write a letter • Revise use of apostrophes for possession • Identify and understand the function of prepositions • Investigate words borrowed from other languages • Understand how adding prefixes and suffixes alters meaning and word class
Unit 12: Poetry: Choral and performance poems	<ul style="list-style-type: none"> • Read a range of poems intended for performance • Explore the different forms and structures of performance poetry



	<ul style="list-style-type: none"> ● Select a poem for performance, justifying choice ● Prepare, rehearse and perform a poem, using actions, sound effects, music, etc. ● Evaluate and modify performance ● Write a poem for performance based on one read ● Know the function of punctuation and use appropriately in own writing ● Revise use of apostrophes ● Know that words can be transformed in different ways by adding prefixes and suffixes
<p>Unit 13: Non-fiction: Researching for reports</p>	<ul style="list-style-type: none"> ● Compare different information texts ● Understand how reports are organised ● Identify the language features of reports ● Understand and use effective research procedure ● Formulate questions for research ● Locate information efficiently: skim, scan and read a text closely ● Make effective notes with key information ● Acknowledge sources appropriately ● Turn notes into sentences ● Plan and write a report ● Evaluate and edit own work ● Investigate the grammar of different sentence types ● Investigate antonyms ● Develop technical, topic-related vocabulary
<p>Unit 14: Fiction: Appreciating older literature</p>	<ul style="list-style-type: none"> ● Read examples of classic and older established literature ● Identify language and descriptive features that place story in a different time ● Respond to a story and justify response with reference to text ● Use a reading journal to record personal responses to reading ● Relate aspects of story to own life and experience using empathy and visualisation techniques ● Identify point of view in a story ● Write a diary from point of view of character in a story ● Write complex sentences and punctuate correctly ● Use connectives to link clauses within sentences ● Use dictionaries to explore the meaning and derivation of words and expressions no longer in common use
<p>Unit 15: Non-fiction: Different types of dictionary</p>	<ul style="list-style-type: none"> ● Identify audience and purpose for different types of dictionary ● Use different types of dictionary confidently to check spellings, find out definitions of new and unfamiliar words, explore word origins and investigate common phrases and sayings



	<ul style="list-style-type: none">• Evaluate usefulness of different types of dictionary• Identify organisational, language and layout features of different types of dictionary• Compile a dictionary with clear definitions written for a specific audience• Develop vocabulary related to dictionary use and organisation• Explore how different words can be formed from the same root word• Investigate abbreviations
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English Scheme of Work – Year 6 Overview

Autumn term	Objectives
Unit 1: Fiction: Classic fiction	<ul style="list-style-type: none"> • Read and compare older, classic fiction • Express personal responses supported by reference to the text • Explore characterisation • Identify point of view • Identify and understand the use of flashback • Keep a reading journal • Write a scene from a different point of view • Write a narrative text as a script • Write a story summary • Write a new scene in the style of the writer • Plan own story based on one read • Understand the structure of complex sentences, including use of connectives • Develop understanding of punctuation: parenthetical dashes, brackets • Understand that language changes over time; how new words come into the English language
Unit 2: Non-fiction: Journalistic writing	<ul style="list-style-type: none"> • Identify and understand the language, organisational and presentational features of newspaper and magazine texts • Identify purpose of, and audience for, different types of journalistic text • Identify point of view; recognise bias and balance • Respond critically to examples of journalistic writing, justifying comments with reference to texts • Plan and write a magazine article • Plan and write a newspaper report • Identify, and understand the difference between, direct and reported speech • Investigate prepositional phrases • Identify and classify connectives • Collect and compose words and phrases typical of journalistic writing
Unit 3: Poetry: The power of imagery	<ul style="list-style-type: none"> • Read and interpret a wide range of poems • Express personal responses supported by reference to the text • Identify and explain poetic devices for creating images • Identify viewpoint • Take account of structural and language features when reading poems aloud • Understand that language changes over time • Use a reading journal to record personal responses and



	<p>interpretations</p> <ul style="list-style-type: none"> • Write questions for interrogating a poem • Write poems modelled on poems read
Unit 4: Classic drama	<ul style="list-style-type: none"> • Read and understand classic plays by established playwrights • Express personal responses supported by reference to the text • Use drama techniques to explore character, dialogue and points of view • Understand how staging conventions have changed • Prepare, read and perform playscripts with appropriate expression • Rewrite lines into modern English • Understand that language changes over time; how new words come into the English language • Investigate the origins of proper names • Use an etymological dictionary • Understand and use vocabulary related to drama conventions
Unit 5: Non-fiction: Exploring explanations	<ul style="list-style-type: none"> • Understand the purpose of explanation texts and how they are different from reports • Identify and understand the language and organisational features of explanation texts • Compare and evaluate different explanation texts on the same topic • Develop quick-reading techniques, eg skimming, scanning • Understand different diagrammatic forms and how to retrieve information from them • Plan and write explanations, choosing appropriate form for purpose and audience • Use paragraphing appropriately to divide and sequence own writing • Investigate active and passive verbs • Investigate connectives of time and cause and effect

Spring term	Objectives
Unit 6: Fiction: Future worlds	<ul style="list-style-type: none"> • Identify and compare features of different science fiction texts • Express personal responses and opinions supported by reference to the text • Explore writers' techniques for creating setting, mood and atmosphere • Identify point of view • Speculate about writers' intentions • Investigate the use of paragraphing to structure texts • Identify the main idea in a paragraph



	<ul style="list-style-type: none"> • Write a newspaper account based on a fiction text • Write a summary • Write a commentary • Write in the style of the writer • Identify and use conditional sentences • Explore the effect of varying sentence structures and punctuation • Explore how different words can be formed from the same root word
Unit 7: Non-fiction: Biography and autobiography	<ul style="list-style-type: none"> • Read a range of biographical and autobiographical texts • Distinguish between biography and autobiography, identifying key features of each • Express personal responses and opinions supported by reference to the text • Compare a biography and autobiography of the same person • Compare features of two or more biographies • Distinguish between fact and opinion • Investigate writers' use of formal/informal language • Rewrite autobiography as biography; rewrite biography as autobiography • Plan and write an autobiography of a fictional character • Develop autobiographical and biographical writing skills • Research information and make notes for a biography • Investigate connectives • Investigate adverbs
Unit 8: Poetry: Form and function	<ul style="list-style-type: none"> • Read and interpret a wide range of poems and poetic forms • Express personal responses and preferences, supported by reference to the text • Developing understanding of poetry terms and vocabulary and use appropriately when talking about poems • Identify and describe features of different forms of poetry • Understand how poets use form to convey meaning • Analyse the structure of poems • Recognise and describe how poets shape words for different effects, eg sound, connotation, shades of meaning • Identify and explain the impact of figurative language and poetic devices • Take account of structural and language features when reading poems aloud • Use a reading journal to record personal responses and interpretations • Use language imaginatively to write poems modelled on poems read
Unit 9: Fiction: Same theme(s),	<ul style="list-style-type: none"> • Read and compare a range of stories on the same



different writers	<p>theme(s) by different writers</p> <ul style="list-style-type: none"> ● Express personal responses and preferences, supported by reference to the text ● Understand how themes are developed and identify whether they are explicit or implicit ● Explore how theme(s) influence, or are influenced by, characters, setting and plot ● Identify the narrative viewpoint in stories ● Investigate story openings and endings ● Write in a style of own choice on same theme ● Develop understanding of structure and punctuation of complex sentences ● Revise different types of noun ● Revise work on prepositions
Unit 10: Non-fiction: Discussion texts	<ul style="list-style-type: none"> ● Read a range of discussion and argument texts ● Identify and understand the language and organisational features of discussion texts ● Demonstrate understanding of relevant concepts and terms: eg 'point of view', 'balanced/biased argument', 'supporting detail', 'debate', 'issue' ● Compare and evaluate the effectiveness of discussion texts on the same topic ● Reconstruct a discussion text ● Plan and write discussion/argument texts ● Explore and use conditional sentences ● Identify, classify and use in own writing connectives appropriate to discussion text (eg also, furthermore, on the other hand) ● Develop technical vocabulary through reading

Summer term	Objectives
Unit 11: Fiction: Past worlds	<ul style="list-style-type: none"> ● Explore how time is handled in stories ● Express personal responses and opinions supported by reference to the text ● Investigate the use of paragraphing to structure texts ● Plot the events of a story on a timeline ● Understand how a summary differs from a story ● Compare stories ● Summarise a story, identifying the key events and ideas ● Write own flashback scene ● Write own time-slip episode ● Understand how writers use a variety of sentence types for effect ● Understand how verb tenses show changes in time ● Distinguish between active and passive verbs ● Identify and use connectives to show time passing



	<ul style="list-style-type: none"> ● Identify and use conditional sentences ● Understand that language changes over time
Unit 12: Poetry: Poet study	<ul style="list-style-type: none"> ● Read and compare a range of poems by one poet ● Keep a reading journal to record responses and preferences ● Research information about poet ● Explore poet's style to identify common elements ● Identify common themes and describe how they are developed ● Experiment with and manipulate language to create different effects ● Write a poem in the style of the poet ● Write a letter to poet and/or write questions for interview with poet
Unit 13: Non-fiction: Official documents and formal language	<ul style="list-style-type: none"> ● Read examples of official, formal language in relevant contexts (eg forms, questionnaires, public notices) ● Identify the features of impersonal, formal language ● Understand the organisational structures of different formal-language texts ● Compare formal and informal language ● Understand what is meant by 'standard English' and when and why it is used ● Translate formal language into informal language ● Revise active and passive verbs; imperative verbs ● Develop technical vocabulary related to formal texts (eg legal, official, footnote, appendix, asterisk) ● Write formal texts (eg letter, application form, notice)
Unit 14: Fiction: Contemporary worlds	<ul style="list-style-type: none"> ● Read a range of contemporary fiction by different writers ● Express personal responses and opinions supported by reference to the text ● Explore similarities and differences in stories by different writers ● Explore how characters and events are influenced by setting ● Use drama techniques to develop empathy and understanding of characters ● Investigate the use and effect of colloquial and slang language and dialect in stories ● Plan and write a sequel to a contemporary story ● Secure understanding of structure and punctuation of complex sentences ● Investigate in depth an aspect of language ● Develop skills in using different types of dictionary to explore word meanings, origins, synonyms, antonyms, etc.



Unit 15: Non-fiction: Different types of non-fiction

- Identify and understand the language and organisation features of non-fiction text types
- Identify the purpose of a text and evaluate its success
- Express personal responses supported by reference to the text
- Develop techniques for answering questions
- Distinguish between fact and opinion
- Appraise the usefulness of a text for research
- Practise note-making skills
- Write a variety of non-fiction texts
- Choose among different non-fiction text types the right style and form to suit audience and purpose
- Revise spelling rules