

**PRIMARY English | YEAR 6 – Scheme of Work Term 1**

YR6 Term/ Week	YR6 Topic/ Text/ Strand	Objectives: Reading	Objectives: Writing, Spelling and Vocab	Objectives: Grammar and Punctuation	Objectives: Listening and Speaking	Activities
<b>Term 1</b>						
<b>Individual Reading</b>	Select grey or blue band Bug Club readers as appropriate					Ongoing: Read and discuss texts, addressing Y6 EPIC reading objectives (including Grammar for Reading). Read fluently, out-loud and independently, for pleasure and for information.
<b>Ongoing</b>						
<b>Term 1</b>	Oranges in No Man's Land	Identify words and phrases from more than one place in the text to support answers	Select best word from a range of synonyms to convey subtle differences in meaning.	Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.	Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.	Week 1: Introduce the title and setting and read chapters 1-8. Understand setting and characters, answer questions, draw inferences, make predictions. Use speech and explore language.
<b>Fiction</b>	A story in a war setting	Select IT sources in order to find answers to questions.	Use a fast and fluent handwriting style which is legible and at least partially joined.	Use a range of adjectives, adverbs and prepositional phrases to enrich their writing.	Give an opinion in a structured discussion and invite others to share their opinions.	Week 2: Read chapters 9-15. Explore emotions and attitudes to the war, discuss powerful language. Create diary entries, participate in debates. Explore similes.
3 weeks		Infer a character's intentions from their actions and dialogue and say where this occurs in the text.	Paragraphs are generally shown in longer pieces of writing.	Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.	Paraphrase simply if they can't remember a word or expression.	Week 3: Read chapters 16-18. Write recounts (in role), explore vocabulary, edit and improve work. Carry out peer reviews. Discuss opinions and write book reviews. Plan and write a short story. Use modal verbs appropriately.
		Interpret clues in the text as to what might happen later in the story, when guided by the teacher.	Write approx. 400 words in a range of non-fiction genres using appropriate	Use a range of conjunctions, adverbials and prepositions to link		

			structural and language features.	ideas within and across paragraphs in a text.		
		When guided by the teacher, the child can interpret clues in the text as to what might happen later in the story.	Evaluate and edit own writing to enhance effect and clarify meaning, e.g. by proposing changes to grammar, vocabulary and punctuation.	Proof-read text and correct spelling errors.		
		Communicate a character effectively by using all information available in the script, e.g. stage directions, responses of other characters.	Write a short story (approx. 500 words) using dialogue to develop character and giving additional detail to interest the reader.	Recognise all verb tenses including future tense and modal verbs indicating degrees of possibility.		
		Infer the meaning of idiomatic language using context.		Maintain tense consistency throughout a text when using all verb tenses (including future tense and modal verbs such as 'could', 'should' and 'must').		
		Distinguish between the order in which events are narrated and the order in which they occurred in the story.				
		Read discussion, biographical and auto-biographical texts, distinguishing fact and opinion.				
<b>Term 1</b>	Animals on the Move	Read aloud an unfamiliar text of 500 - 600 words observing all punctuation including commas.	Paragraphs are generally shown in longer pieces of writing	Proof-read text and correct spelling errors.	Identify the main points of an 8-10 minute talk or audio-visual presentation and add their own opinions.	Week 1: Introduce the topic - migration. Identify questions and use evidence to find answers. Read for information, use IT for information if available. Recognise and discuss the difference between fact and opinion.

<b>Non-Fiction</b>	Reports about animal migration.	Decode any unfamiliar words using a range of strategies including identification of prefixes and suffixes and knowledge of word families.	Write approx 400 words in a range of non-fiction genres using appropriate structural and language features.	Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.	Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.	Week 2: Identify text features. Write captions and provide extra information. Use different techniques to add accuracy to a text. Present information clearly. Use text features to help search for information.
3 weeks		Recognise on sight high frequency words including homophones and near-homophones.	Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.	Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.	Give an opinion in a structured discussion and invite others to share their opinions.	Week 3: Read fluently and collect ideas. Create targets for success. Plan and write reports. Evaluate and edit reports, improving them. Provide peer feedback to help improve work.
		Identify words and phrases from more than one place in the text to support their answers.	Uses knowledge of spelling rules to make the correct spelling choices (see Appendix A).	Use a range of determiners to add accuracy and aid cohesion in their writing.	Paraphrase simply if they can't remember a word or expression.	
		Use Contents, Index, Headings and Subheadings to quickly retrieve information in a book and make notes of key points.	Select best word from a range of synonyms to convey subtle differences in meaning.	Use pronouns effectively to aid cohesion and avoid unnecessary repetition.		
		Select IT sources to find answers to questions.		Sustain grammatical agreement between nouns/ pronouns and verbs to aid cohesion in a text.		
		Infer the meaning of idiomatic language using context.		In Independent writing of more than two paragraphs, can use capital letters, end punctuation, speech marks and commas correctly.		
		Understand the relationship between prose and diagram in non-fiction and prose and illustration in fiction.				

		Read discussion, biographical and auto-biographical texts, distinguishing fact and opinion.				
<b>Term 1</b>	Greek Myths	Read aloud an unfamiliar text of 500 - 600 words observing all punctuation including commas.	Paragraphs are generally shown in longer pieces of writing	Uses knowledge of spelling rules to make the correct spelling choices (see Appendix A).	Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.	Week 1: Introduce, read and discuss Greek myths. Summarise texts and answer questions. Compare and explore themes. Plan and write diary entries.
<b>Fiction</b>	Read, act out and write myths.	Decode any unfamiliar words using a range of strategies including identification of prefixes and suffixes and knowledge of word families.	Write a short story (approx. 500 words) using dialogue to develop character and giving additional detail to interest the reader.	Add suffixes ed and ing to verbs where the root word needs to be changed (eg clap, clapped, clapping; smile, smiled, smiling; try, tried)	Paraphrase simply if they can't remember a word or expression.	Week 2: Create cohesion within paragraphs and across whole writing. Read and discuss texts. Explore themes. Hold a debate. Explore the use of language.
4 weeks		Recognise on sight high frequency words including homophones and near-homophones.	Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.	Proof-read text and correct spelling errors.	Give an opinion in a structured discussion and invite others to share their opinions.	Week 3: Explore and use carefully chosen language. Explore and use determiners appropriately. Mind map ideas and create a myth as a group. Review class work. Act out simple myths.
		Communicate a character effectively by using all information available in the script e.g. stage directions, responses of other characters.	Select best word from a range of synonyms to convey subtle differences in meaning.	Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.		Week 4: Use a greater range of punctuation appropriately. Plan own myths. Review language work from unit. Write, edit and improve own myths, using IT if available. Perform myths for an audience.
		Identify words and phrases from more than one place in the text to support their answers.	Use a fast and fluent handwriting style which is legible and at least partially joined.	Explain how adverbs and adverbials impact on the verb in a sentence.		
		Infers a character's intentions from their actions and dialogue.	Compose a text on-screen, editing and improving throughout the process.	Identify all determiners and explain how they add accuracy and aid cohesion in a text.		

		Infer the meaning of idiomatic language using context.		Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.		
		When guided by the teacher, the child can interpret clues in the text as to what might happen later in the story.		Use a range of adjectives, adverbs and prepositional phrases to enrich their writing.		
				Use a range of determiners to add accuracy and aid cohesion in their writing.		
				In Independent writing of more than two paragraphs, can use capital letters, end punctuation, speech marks and commas correctly.		
				Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.		
<b>Term 1</b>						
<b>Reading Progress Checks</b>	Grey A Test 1 Non-Fiction					See assessment and marking guidance.
<b>At end of term</b>	Grey A Test 2 Fiction					