



English Long Term Overview: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	Poetry Skellig David Almond The mysteries of Harris Burdick Chris Van Allsburg	Weslandia Little Freak (Literacy Shed)	Poetry The Giant's Necklace Michael Morpurgo Why the Whales came	King Kong Anthony Browne King Kong (1974/2005)	Poetry Manfish Jennifer Berne	Queen of the Falls Chris Van Allsburg The Boy who swam with Piranhas
Final Writing Outcome:	Narrative: mystery writing	Diary writing & First person narrative	Newspaper report	Persuasive letter & Short story: Flashbacks	Biography & Non-chronological report	Narrative: alternative POV
Continuous Skills:						
<u>Working towards the expected standard of writing</u> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly. 			<u>Working at the expected standard of writing</u> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. • 			



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Specific skills:	Hyphens/commas to avoid ambiguity. Passive voice. Expanded noun phrases. Colons. Inverted commas and dialogue.	Dashes and brackets for informal comments. Informal language. Recap colons. Semi-colons. Parenthesis. Using correct voice in writing.	Adverbial phrases. Modal verbs. Dashes to indicate parenthesis. Use verb tenses consistently. Using passive verbs. Maintain legible and joined handwriting.	Recap expanded noun phrases. Using coordinating and subordinating conjunctions. Using synonyms and antonyms. Complex sentences. Prepositional phrases. Recap dialogue. Recap fronted adverbials.	Using pronouns to avoid repetition. Consistent use of bullet points.	Recap on apostrophes for possession and omission. General recap of skills taught.
Incidental writing:	Instructional writing. Playscript.	Setting description. Character description.	Witness statement. Setting description.	Setting description. Diary entry. Postcard.	Interview. Setting description.	Newspaper article.
Revisited genre assessed write:	Baseline assessment	Narrative: Mystery writing	Recount: Diary entry	Newspaper report	Persuasive leaflet	Biography