

# Year 6 English – Spring 2

## Spoken language:

Use evidence to support ideas and opinions.

Debate an issue, maintaining a focused point of view.  
Use formal language of persuasion to structure a logical argument.

Make contributions to discussions, evaluating others' ideas and responding to them.

Ask questions to develop ideas and make contributions that take account of others' views.

## Vocabulary, Punctuation and Grammar:

Use expanded noun phrases to convey complicated information concisely.

Use semi-colons, colons or dashes to mark boundaries between main clauses.

Use the subjunctive where appropriate in formal writing and speech. For example - *If I were to insist, It is essential that he be available.*

Use the terminology - Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis

## Genres and Texts

How to Train your Dragon by Cressida Cowell

Hansel and Gretel by Neil Gaiman

Othello and Julius Caesar A Shakespeare Story by Andrew Matthews and Tony Ross

Dreamer – Brain Moses

## Hook for Learning:

LC links to Vikings and dragons,  
Shakespeare week – Macbeth workshop, poet workshop, reading Othello and Julius Caesar

## Talk pathways.....

Negotiation talk, reasoning talk and discussion talk pathways

## Composition

Note and develop initial ideas.

Understand how grammar and vocabulary choices can change and enhance meaning

Use a wide range of devices to build cohesion within and across paragraphs.

Assess the effectiveness of their own and others' writing.

Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

## Non-negotiables:

Full range of punctuation matched to text type.  
Wide range of devices to build cohesion within and across paragraphs.  
Paragraphs to signal change in time, scene, action, mood or person.

## Reading:

Understand books read independently

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Provide reasoned justifications for their views.

## Word reading: (Guided reading records)

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## Comprehension:

Identify and discuss themes in a range of writing and across longer texts.

Identify and discuss the conventions of different text types.

Become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures.

## Transcription/spelling/handwriting

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

# English –Weekly

Week 1: Shakespeare Week – Macbeth workshop, poet workshop

Explain and discuss their understanding of what they have read. Become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures. Identify and discuss themes in a range of writing and across longer texts. Identify and discuss the conventions of different text types.

Grammar -

Progressive verb form (past and present)  
Present perfect verb form

Week 2: Literacy Shed – Red Miss Take, recipe

Use expanded noun phrases, prepositional phrases and adjectival phrases to enhance description. Use figurative language (symbolism, similes, metaphors, personification).

Grammar -

Expanded noun phrases  
Active and passive

Week 3: Literacy Shed – Red Miss Take, dialogue

Investigate the differences between direct and indirect speech. Use correct punctuation for direct speech. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Grammar -

Punctuation of direct speech  
Contracted and uncontracted form

Week 4: Assessment week, Jane Considine link Read Miss Take to Neil Gaiman Hansel and Gretel

Wide range of devices to build cohesion within and across paragraphs (eg, adverbials, pronouns, prepositional phrases). Develop setting and atmosphere.

Grammar -

Conjunctions – subordinating and coordinating

Week 5: How to train your dragon adventure story

Use expanded noun phrases to convey complicated information concisely. Use of a variety of sentence types and lengths with accurate punctuation. Understand how grammar and vocabulary choices can change and enhance meaning. Paragraphs to signal change in time, scene, action, mood or person.

Grammar -

Range of sentence types – simple, compound and complex  
Word families

Week 6: continue adventure story

Full range of punctuation matched to text type. Wide range of devices to build cohesion within and across paragraphs. Use of a variety of sentence types and lengths already practiced.

Grammar -

Prefixes and suffixes  
Word classes