

Year 6 English Pathway Spring

Planning Sequence/ Spelling Seed Text	 OR <i>The Wind in the Wall</i> Sally Gardner	 <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave
Length	15+ sessions, 3+ weeks	20 sessions, 4 weeks
Outcomes	Extended narrative Posters, figurative writing, descriptions, old English letter	Extended blog entry Poetry, informal messages, formal letters, short information texts, diary entries, narrative and action scenes, tweets

Writing Composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed

Draft and write by:

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

Creating narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing

Ensuring the consistent and correct use of tense throughout their writing

Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks

Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across book

Understand what they read by:

- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Vocabulary, Grammar & Punctuation

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Learning the grammar for years 5 and 6 in English appendix 2
- Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semicolons, colons or dashes to mark boundaries between independent clauses

Spelling Seeds Coverage

Word list coverage

Restaurant, familiar, rhyme, apparent, foreign, rhythm, appreciate, forty, sacrifice, attached, frequently, secretary, available, government, shoulder, average, guarantee, signature, awkward, harass, sincerely, bargain, hindrance, soldier, bruise, identity, stomach, category, immediately, sufficient, cemetery, interfere, suggest, committee, interrupt, symbol, communicate, language, system, community, leisure.

Spelling Rules and Patterns

Words with -ough letter string

Words ending in -cial and -tial

Homophones

Generating words from prefixes and root words.