

Gorton Primary School



Year 6 English Yearly Overview						
	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	Legends Journalistic writing	The power of imagery Argument	Fiction genres Formal/impersonal writing	Stories with flashbacks Biography/ autobiography	Narrative and plays Persuasive text	Authors and texts Explanations
Fiction texts	Robin Hood and the Golden Arrow by Geraldine McCaughrean	'Rabbit in Mixer Survives' by Roger McGough (Poetry: the power of imagery)	Brashem's Tortoise by Susan Price (Historical story, fiction genres)	Gone Away! by Lou Kuenzler (Story with flashbacks)	The Elephant in the Room by Lou Kuenzler (Playscript, narratives and plays)	I Believe in Unicorns by Michael Morpurgo (Authors and texts)
Non-fiction texts	'The Sherwood Bugle' 'Good Day!' 'TV Interview' (Journalistic writing)	'Should humans really rule the Earth?' 'Animals Rule!... but which one?' (Argument)	'Exotic Pets – the Facts and Figures' 'Are you sure you really want one?' 'Protection of Exotic Pets Society' (Formal/impersonal writing)	'Alexander Selkirk Biography' (Biography and autobiography)	'Make memory lapses a thing to forget!' 'Memoraid' (Persuasive texts)	'How does a story become a Manga graphic novel?' (Explanations)
Focus Author and texts	Michael Morpurgo Robin Hood 'Outlaw' Beowulf	Goodnight Mr Tom Michelle Magorian	Fantastic Beasts and Where to find them – J.K. Rowling	Wonder – R.J Palacio	The Piano Tom's Midnight Garden- Philippa Pearce	The Hunger Games Suzanne Collins Make memory lapses thing to forget! War Horse, Private Peaceful –

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						Michael Morpurgo
Grammar covered	<p>Subject- verb agreement</p> <p>Common nouns</p> <p>Abstract nouns</p> <p>Collective nouns</p> <p>Proper nouns</p> <p>Pronouns</p> <p>Expanded noun phrases</p> <p>Tell: show 3: examples</p> <p>Emotion – consequence</p> <p>With an action, more action</p> <p>Position +place, subject +action</p> <p>Questions of disbelief</p>	<p>Synonyms and antonyms</p> <p>Reported and direct speech</p> <p>Prepositions</p> <p>Does not/does</p> <p>When; when; when</p> <p>Use passive verbs</p> <p>Use prepositional phrases</p>	<p>Passive and active voice</p> <p>Formal and informal vocabulary</p> <p>Frontal adverbials</p> <p>Parenthesis</p> <p>Clauses and subordinates with subordinating commas.</p> <p>Authorial instructions</p> <p>Shock ending</p>	<p>Colons and semi colons</p> <p>Punctuation of bullet points.</p> <p>Layout devices and structuring texts</p> <p>Description, which +simile</p> <p>One word: definition</p> <p>Contrasting</p>	<p>Dashes and hyphens</p> <p>Complex and compound sentences</p> <p>Impersonal and passive voice</p> <p>Hyphens to avoid ambiguity</p> <p>Action, as if</p> <p>Interjections</p> <p>Indicate a longer pause than a full stop</p> <p>A sentence which ends suddenly</p>	<p>Linking ideas across paragraphs using a wide range of cohesive devices</p>
Reading Purpose	<p>Children will:</p> <ul style="list-style-type: none"> •Understand that legends can tell us useful and interesting things about the past. •Make connections between Robin Hood, other legends they have read and their own experiences. 	<p>Children will:</p> <ul style="list-style-type: none"> •Read a range of poems and make connections with other poems they have read and their own experiences. •Through the exploration of "Rabbit in Mixer Survives" by Roger 	<p>Children will:</p> <ul style="list-style-type: none"> •Think about different genres of fiction writing including fantasy, adventure and horror. •Focus on the genre of historical writing and look for details to show that texts are set in the past. 	<p>Children will:</p> <ul style="list-style-type: none"> •Understand how a flashback is used to recreate past events. •Identify the different moods and feelings the author has created. •Use role-play to explore alternative 	<p>Children will:</p> <ul style="list-style-type: none"> •Understand how monologues reveal the inner thoughts of a character to the audience. •Explore characters thoughts using implicit and 	<p>Children will:</p> <ul style="list-style-type: none"> •Explore the themes in Michael Morpurgo's writing. •Explore how Michael Morpurgo uses different sentence types to create

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	<ul style="list-style-type: none"> •Identify how the author helps visualise the story by vivid imagery including metaphor. •Understand what the characters actions might reveal about their motivations. <p>Children will:</p> <ul style="list-style-type: none"> •Read a range of journalistic writing and determine its purpose. •Understand and identify the who, what, why, where and when in a range of articles. •Identify when journalistic writing is neutral or biased. 	<p>McGough, understand that ballads or narrative poems tell a story and have a particular form.</p> <ul style="list-style-type: none"> •Understand that imagery is created and enhanced in poetry using specific techniques e.g. extended metaphor, personification, onomatopoeia and simile. •Develop their understanding of the plot by retelling the story and selecting the most important events. <p>Children will:</p> <ul style="list-style-type: none"> •Understand the key features of argument texts and identify them. •Understand the importance of pejorative and emotive language in argument text. •Analyse arguments to 	<ul style="list-style-type: none"> •Empathise with the characters through drama and by learning more about the historical context of the story. <p>Children will:</p> <ul style="list-style-type: none"> •Read a range of formal/impersonal writing. •Understand the key features of formal/impersonal writing and identify them. •Identify the passive and active voice. 	<p>scenarios for the story.</p> <p>Children will:</p> <ul style="list-style-type: none"> •Explore different types of biographical material. •Identify the key features of biographical writing. •Decide what they want to know about Daniel Radcliffe before they read his biography. 	<p>explicit information.</p> <ul style="list-style-type: none"> •Explore the characters thoughts further through dramatic reconstruction. <p>Children will:</p> <ul style="list-style-type: none"> •Explore different types of persuasive texts. •Think about different techniques writers can use to persuade the reader. •Identify bias in a persuasive text and understand how it can be created. •Distinguish fact and opinion in a persuasive texts. 	<p>imagery and atmosphere.</p> <ul style="list-style-type: none"> •Consider the viewpoints of the different characters in the story. <p>Children will:</p> <ul style="list-style-type: none"> •Distinguish explanations from instructions. •Understand the key features of explanations. •Research author's websites and discuss how the different features have been used.
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		decide which is the strongest and give reasons for their answers.				
Writing Purpose	<p>The key writing purpose is to retell the story of Robin Hood in role.</p> <p>The key writing purpose is to write a TV broadcast.</p>	<p>The key writing purpose is to use the historical setting and characters from Runaways to write a new part of the story from one characters point of view.</p> <p>The key writing purpose is to write an argument for a debate.</p>	<p>The key writing purpose is to write a story in a genre of choice, using powerful imagery.</p> <p>The key writing purpose is to plan and rehearse a role play with appropriate formal and informal writing.</p>	<p>The key writing purpose is to write a new story with flashbacks.</p> <p>The key writing purpose is to write a biography about the life of Alexander Selkirk.</p>	<p>The key writing purpose is to write a new scene for the play.</p> <p>The key writing purpose is to write a persuasive presentation.</p>	<p>The key writing purpose is to write a new episode for the story.</p> <p>The key writing purpose is to write a text explaining how to make a book a best seller.</p>