

English: Year 6 Spring 1 Text: *The Invention of Hugo Cabret* by Brian Selznick

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words

Vocabulary, Grammar & Punctuation

- Use of inverted commas and other punctuation to indicate direct speech (LKS2 Revision)
- Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (KS1/LKS2 Revision)
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
- Punctuation of bullet points to list information

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, non-fiction and reference books or textbooks
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

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
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participating 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
- Providing reasoned justifications for their views

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 characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Using a wide range of devices to build cohesion within and across paragraphs
- In 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 correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

| Week | Objective | | | | | | | | | | | |
|--|-----------|--|--|--|--|--|--|--|---|---|--|--|
| 1 | ✓ | | | | | | | | | | | |
| 2 | | | | | | | | | ✓ | | | |
| 3 | | | | | | | | | | ✓ | | |
| Word list words | | | | | | | | | | | | |
| Words containing the suffix -ate, -ify, -en | | | | | | | | | | | | |
| Homophones and other words that are often confused (continued) | | | | | | | | | | | | |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | | | | | | | | | | | | |
| Words containing the letter-string ough | | | | | | | | | | | | |
| Words with the /i:/ sound spelt ei after c | | | | | | | | | | | | |
| Use of the hyphen | | | | | | | | | | | | |
| Adding suffixes beginning with vowel letters to words ending in -fer | | | | | | | | | | | | |
| Words ending in -able and -ible, -ably and -ibly | | | | | | | | | | | | |
| Words ending in -ant, -ance/-ancy, | | | | | | | | | | | | |
| Words ending in -ent, -ence/-ency | | | | | | | | | | | | |
| Endings which sound like /jəl/ | | | | | | | | | | | | |
| Endings which sound like /jes/ spelt -cious or -tious | | | | | | | | | | | | |

Word list coverage

cemetery
desperate
definite
forty
profession
interrupt

English: Year 6 Spring 1 Text: *Suffragette: The Battle for Equality* by David Roberts

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Writing Transcription (Spelling and Handwriting)

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words

Vocabulary, Grammar & Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Reading Comprehension

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Participating 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
- Providing reasoned justifications for their views

Writing (Composition)

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages

| Week | | Objective |
|------|---|--|
| 1 | ✓ | Word list words |
| 2 | | Words containing the suffix -ate, -ify, -en |
| | | Homophones and other words that are often confused (continued) |
| | | Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |
| | | Words containing the letter-string ough |
| | | Words with the /i:/ sound spelt ei after c |
| | | Use of the hyphen |
| | | Adding suffixes beginning with vowel letters to words ending in -fer |
| | | Words ending in -able and -ible, -ably and -ibly |
| | | Words ending in -ant, -ance/-ancy, |
| | | Words ending in -ent, -ence/-ency |
| | ✓ | Endings which sound like /jeɪ/ |
| | | Endings which sound like /jes/ spelt -cious or -tious |

Word list coverage

communicate
community
controversy
government
identity
prejudice