

English: Year 6 Spring 2 Text: *The Three Little Pigs Advert by The Guardian Newspaper*

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

Vocabulary, Grammar & Punctuation

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Brackets, dashes or commas to indicate parenthesis
- 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)]
- 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]

Reading Comprehension

- 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
- Provide reasoned justifications for their views

Reading Comprehension

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing

| Week | Objective | | | | | | | | | | | | |
|--|-----------|--|---|--|--|--|--|--|--|--|--|--|--|
| 1 | ✓ | | | | | | | | | | | | |
| 2 | | | ✓ | | | | | | | | | | |
| 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 /ʃəl/ | | | | | | | | | | | | | |
| Endings which sound like /ʃəs/ spelt -cious or -tious | | | | | | | | | | | | | |

Word list coverage

apparent
government
neighbour
parliament
thorough

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]
- Verb prefixes [for example, dis-, de-, mis-, over- and re-]
- 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]
- Brackets, dashes or commas to indicate parenthesis
- 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]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

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
- 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:

- Noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

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

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

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| Endings which sound like /ʃes/ spelt -cious or -tious | | | | | | | | | | | | | |

Word list coverage

disastrous
explanation
mischievous
vegetable
variety