

English: Year 6 Summer 1 Text: *Grimm Tales for Young and Old* by Philip Pullman

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

Vocabulary, Grammar & Punctuation

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- 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]
- 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

- 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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- 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

Writing (Composition)

- 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
- Assessing the effectiveness of their own and others' writing
- Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Week	Objective											
1		Word list words										
2	✓	Words containing the suffix -ate, -ify, -en										
3		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

disastrous
mischievous
recognise
shoulder
stomach

English: Year 6 Summer 1 Text: *Romeo and Juliet* by William Shakespeare

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

Vocabulary, Grammar & Punctuation

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2)
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2)
- Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (UKS2)
- 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

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
- Learning a wider range of poetry by ear
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- 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)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Week	Objective											
1	✓											
2				✓								
3							✓					
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Words ending in -ent, -ence/-ency												
Endings which sound like /jəl/												
Endings which sound like /jəs/ spelt -cious or -tious												

Word list coverage

controversy
prejudice
privilege
rhyme
rhythm