

Year 6 English Pathway Autumn

Theme/Term	Utopia vs. dystopia	Evolution & inheritance
Planning Sequence/ Spelling Seed Text		
Length	15 weeks	10 sessions, 2 weeks
Outcomes	Dystopian narratives, formal reports, presentations, diaries, formal	Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems
		Sequels to continue the cyclical story Experimentation with figurative language, reports

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

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.

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

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-]

Using commas to clarify meaning or avoid ambiguity in writing

Using expanded noun phrases to convey complicated information concisely

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]

Spelling Seeds Coverage

Word list coverage

Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, competition, conscience, conscious, controversy, convenience.

Spelling Rules and Patterns

Words ending in -ible and -able, and -ibly and -ably.

Adding suffixes beginning with vowel letters to words ending in -fer

Endings which sound like /ʃəs/ spelt -cious or -tious

Homophones 'ce/se'.