

Britannia CP School – English Overview for Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Novel as a Theme.</li> <li>- Recount: Biography.</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Classic Fiction</li> <li>- Poetry: Songs and Lyrics.</li> <li>- Persuasion: A Formal Review.</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Older Literature.</li> <li>- Information Text Hybrid.</li> <li>- Poems with Imagery.</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Detective/Crime Fiction.</li> <li>- Explanations.</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Short Stories with Flashbacks.</li> <li>- Discussion and Debate.</li> <li>- Classic Narrative Poetry.</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Novel as a Theme.</li> <li>- Recount: Autobiography.</li> <li>- Poems on a Theme.</li> </ul>
<p><u>English Lesson Focus Books</u></p> <p><u>Novel as a Theme:</u></p> <ul style="list-style-type: none"> <li>- Bear Grylls Mission Survival: Gold of the Gods</li> <li>OR</li> <li>- Running Wild – Michael Morpurgo.</li> </ul> <p><u>Recount: Biography:</u></p> <ul style="list-style-type: none"> <li>- Simple biographies.</li> <li>- Biography.com such as Neil Armstrong or Steve Irwin.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p><u>Classic Fiction:</u></p> <ul style="list-style-type: none"> <li>- The Wizard of Oz – L Frank Baum.</li> <li>OR</li> <li>- Mary Poppins – PL Travers.</li> </ul> <p><u>Poetry: Songs and Lyrics:</u></p> <ul style="list-style-type: none"> <li>Lyrics from songs eg, - What a Wonderful World – Louis Armstrong.</li> <li>- Imagine – John Lennon.</li> </ul> <p><u>Persuasion: A Formal Review:</u></p> <ul style="list-style-type: none"> <li>Selection of review of theatre productions and film versions of musicals.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p><u>Older Literature:</u></p> <ul style="list-style-type: none"> <li>Macbeth – William Shakespeare.</li> </ul> <p><u>Information Text</u></p> <p><u>Hybrid:</u></p> <ul style="list-style-type: none"> <li>In-flight safety film from an airline.</li> </ul> <p><u>Poems with Imagery:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">The Warm and the Cold</a> – Ted Hughes.</li> <li>- <a href="#">Owl</a> and <a href="#">City Jungle</a> – Pie Corbett.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p><u>Detective/Crime Fiction:</u></p> <ul style="list-style-type: none"> <li>- The London Eye Mystery - Siobhan Dowd</li> <li>OR</li> <li>- Whodunit? Detective Stories Chosen by Philip Pullman.</li> </ul> <p><u>Explanations:</u></p> <ul style="list-style-type: none"> <li>- The Boys’ Book: How to be the Best at Everything by Guy MacDonald (<i>note: take care to select explanation texts from this book – such as How to Fly a Helicopter – not instruction texts</i>).</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p><u>Short Stories with Flashbacks:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Kidnapped</a> – Pie Corbett.</li> <li>- <a href="#">Up Film Trailer</a>.</li> </ul> <p><u>Discussion and Debate:</u></p> <ul style="list-style-type: none"> <li>Clips linked to animals in the entertainment world eg, <a href="#">Seaworld</a>, <a href="#">Knowsley Safari Park</a>, <a href="#">Blackpool Zoo</a>.</li> </ul> <p><u>Classic Narrative</u></p> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>- <a href="#">Albert and the Lion Monologue</a> – Marriot Edgar.</li> <li>- <a href="#">Albert’s Return</a> – Marriot Edgar.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p><u>Novel as a Theme:</u></p> <ul style="list-style-type: none"> <li>- Rooftoppers – Katherine Rundell.</li> <li>OR</li> <li>- Ingo – Helen Dunmore.</li> </ul> <p><u>Recount:</u></p> <p><u>Autobiography:</u></p> <ul style="list-style-type: none"> <li>- Mud, Sweat and Tears by Bear Grylls.</li> <li>- Jessica Ennis Unbelievable.</li> </ul> <p><u>Poems on a Theme:</u></p> <ul style="list-style-type: none"> <li>- Poems about the sea eg, <a href="#">Sea Fever</a> – John Masefield.</li> <li><a href="#">The Sea</a> – James Reeves.</li> </ul>

			- Why? Encyclopaedia by DK.		<a href="#">The Tide Rises, The Tide Falls</a> – Henry Wadsworth Longfellow. <i>Other suggestions can be found in the Lancs Topic plan.</i>
<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Identify the subject and object of a sentence.</li> <li>- Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken.</i></li> <li>- Use active and passive voice to achieve intended effects.</li> <li>- Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>- Use repetition of a word or phrase to link ideas between paragraphs.</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>- Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>- Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>- Selecting the appropriate language and structures.</li> <li>- Use devices to build cohesion between paragraphs in persuasive texts e.g. <i>on</i></li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Use ellipsis to link ideas between paragraphs.</li> <li>- Investigate and collect a range of synonyms and antonyms e.g. <i>heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek.</i></li> <li>- Identify and use colons to introduce a list.</li> <li>- Punctuate bullet points consistently.</li> <li>- Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>- Explore, collect and use examples of the perfect forms of verbs to mark relationships of</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>- Identify the subject and object of a sentence.</li> <li>- Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> <li>- Identify and use colons to introduce a list.</li> <li>- Identify and use semi-colons within lists.</li> <li>- Using devices to build cohesion.</li> <li>- Use active and passive voice to achieve</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>- Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>- Use ellipsis to link ideas between paragraphs.</li> <li>- Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility,</i></li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i></li> </ul>

<p>- Manipulate sentences to create particular effects.</p>	<p><i>the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <p>- Explore, collect and use subjunctive forms for formal speech and writing eg, <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></p>	<p>time and cause eg, <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></p>	<p>intended effects e.g. in formal reports, explanations and mystery narrative.</p>	<p><i>alternatively, as a consequence.</i></p> <p>Investigate and collect a range of synonyms and antonyms e.g. <i>bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.</i></p> <p>- Explore, collect and use vocabulary typical of formal and informal speech and writing eg, <i>find out – discover, ask for – request, go in – enter.</i></p> <p>- Explore, collect and use question tags typical of informal speech and writing eg, <i>“He’s your friend, isn’t he?”</i></p>	
<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>

