

English Modules – Year 6

	Term 1				Term 2		Term 3			
Narrative	Fiction Genres (4 weeks)			‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Focus on Study Skills (3 weeks)	Assessment Week week	Incorporated In ‘Take One Book’ T1, W1, W2 P1
Grammar focus	See below				See below					
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)				A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique					
Non-fiction	Explanation (2 weeks)	Recounts (2 week)	Report (2 week)	Persuasion (3 weeks)	Discussion (2 weeks)	Debating skills (2 weeks)				
Suggested final written outcome	Links to science PoS ‘reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints		A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views			

Teaching Grammar to Improve Writing in Year 6

Year 6

Word	• 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] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	• 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]
Text	• 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], • Using ellipsis, • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	• subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points