

Year 6	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 Time Capsule Challenge	Reading: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give particular attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • use role-play to evaluate the importance of formal language, ambitious vocabulary and sophisticated techniques for successful persuasion Writing: • write: • a convincing persuasive letter: using more sophisticated persuasive features: countering objections with answers, flattery • a vivid and interesting personal recount (memory): using metaphors and personification to create vivid descriptions, to vary pace using dialogue and description and to develop characters, adding humour and moving action forward • an autobiographical account of key events: understanding form, purpose and audience. • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • use adverbs (perhaps, surely) or modal verbs (can, might, should, will, must) to indicate degrees of possibility • use adverbials (including fronted adverbials) to structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • use brackets, dashes and commas for parenthesis • use punctuation accurately to show clauses • vary pace using adverbs (perhaps, surely, certainly, definitely, probably) -Use modal verbs (can, might, should, will, must) to indicate degrees of possibility • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • using personal pronouns, repetition and dare-to-disagree statements to persuade • understanding form, purpose and audience (persuasion) • using simile to create vivid descriptions • using varied sentence structures, including sentences with adverbs and fronted adverbials, subordinate clauses and single clause sentences (simple sentences) for effect • ensuring subject/verb agreement and correct verb tenses						

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| | <ul style="list-style-type: none">• linking and relating events across time and linking ideas between and across paragraphs using adverbs/adverbials of time• extending character and setting descriptions using the senses• understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing• using intonation and expression to engage the listener and add interest• using inference to develop understanding• using a wide range of adverbials of time (the night before, at that moment, afterwards, earlier that day) place (inside, near, around, downstairs) and cause (however, nevertheless, since)• identifying relevant information to include and surplus information to discard |
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