

Year 6	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Curtain Up!	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 newspaper report, linked to a class text or another area of the school curriculum • a short play script (two or three scenes) to be performed on the opening night of Matt Kane's new community theatre • a diary extract, linked to a class text or another area of the school curriculum • a review of a play script or poem • a letter, linked to a class text or another area of the school curriculum • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • develop understanding extending the range of prepositions to denote place and direction: up, down, under, past, towards, away, through, along, between • use hyphens to avoid ambiguity using brackets, dashes and commas for parenthesis using correlative conjunctions: either...or, not only...but using punctuation (semi-colons, colons and dashes) accurately to show clauses and vary pace • use a colon to introduce a list punctuating bullet points accurately and consistently distinguishing between defining and non-defining relative clauses • use correlative conjunctions: either... or; not only... but also; both... and understanding the difference between the active and passive voice • use the passive voice to affect the presentation of information • use commas and hyphens to avoid ambiguity using adverbials (including fronted adverbials) • structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast) • extend use of sophisticated vocabulary for dramatic effect, including synonyms and antonyms • 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:					

- | | |
|--|---|
| | <ul style="list-style-type: none">• writing an entertaining play script: understanding the purpose, audience and structure of a play script; using dialogue to develop characters, add humour and move action forward using structural devices such as question tags and rhetorical questions for effect in informal speech/language, in the appropriate context developing and organizing ideas using improvisation performing their own composition, using appropriate volume and intonation to make meaning clear• writing an interesting and entertaining poem: using a range of literary language to create vivid imagery: simile, metaphor, onomatopoeia, personification and alliteration• writing an informative, persuasive review |
|--|---|