



# English Progression Overview

## Year 6 - AUTUMN Term



Reading	Term 1		Term 2	
Reading Spine  (Whole Class Texts)	❖ Private Peaceful by Michael Morpurgo		❖ Rose Blanche by Ian McEwan and Roberto Innocenti ❖ Anne Frank (Little People, Big Dreams) by Isabel Sanchez Vegara	
	End Points	Question Stems	End Points	Question Stems
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.		To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	➤ To retrieve, record and present information from non-fiction texts ➤ To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	❖	➤ To retrieve, record and present information from non-fiction texts	❖
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	➤ To compare characters, settings and themes within a text and across more than one text.	❖	➤ To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	❖
<b>Respond to text:</b> evaluation response to author	➤ To recognise more complex themes in what they read (such as loss or heroism).	❖	➤ To recognise more complex themes in what they read (such as loss or heroism).	❖

authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> <li>➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</li> </ul>		<ul style="list-style-type: none"> <li>➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</li> </ul>	
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Phonics and/or Spelling	Term 1							Term 2						
Spelling Shed (National Curriculum)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
and/or Little Wandle		Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with the long vowel sound /igh/ spelled 'y'	Adding the prefix '-over'

Writing	Term 1							Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Genre/composition</b>	<b>Narrative (Continue narrative independently- baseline assessment)</b>	<b>Non-Chronological Report (Class Bird- Owl)</b>		<b>Assessment Week</b>	<b>Eyewitness Account (Private Peaceful)</b>		<b>Biography (Charles Darwin)</b>	<b>Newspaper Report (Operation Dynamo)</b>	<b>Diary Entry (Rose Blanche) Week 4 – Assessment Week</b>			<b>Explanation (Circulatory System)</b>		
<b>Genre specific coverage</b>	<ul style="list-style-type: none"> <li>How could we structure a narrative ?</li> <li>What could happen next?</li> <li>What did you learn in year 5 that you could include?</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses</li> <li>Identify rhetorical questions in texts</li> <li>Use a colon in a list</li> <li>Layout devices</li> </ul>			<ul style="list-style-type: none"> <li>Variation of sentence types</li> <li>Discuss and use commas, semi-colons and colons to separate clauses effectively</li> <li>Define and discuss effective vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Relative Clauses</li> <li>Use a colon in a list</li> <li>Layout devices</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis-brackets, commas and dashes</li> <li>Tenses</li> <li>Subject/Object</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Parenthesis- brackets, commas and dashes</li> <li>Tenses</li> </ul>			<ul style="list-style-type: none"> <li>Parenthesis-brackets, commas and dashes</li> <li>Modal verbs and adverbs of possibility</li> <li>Subject/Object</li> </ul>		



## Year 6 - SPRING Term



Reading	Term 3		Term 4	
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> <li>❖ <b>Amazing Muslims Who Changed the World</b> by Burhana Islam</li> <li>❖ <b>Yaffa and Fatima</b> by Fawzia Gilani-Williams</li> <li>❖ <b>Once upon an Eid</b> by S. K. Ali and Aisha Saeed</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Who Let the Gods Out?</b> by Maz Evans</li> <li>❖ <b>Ancient Greek Myths</b></li> </ul>	
	End Points	Question Stems	End Points	Question Stems
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.		To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> <li>➤ To retrieve, record and present information from non-fiction texts</li> <li>➤ To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> </ul>	❖	<ul style="list-style-type: none"> <li>➤ To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> </ul>	❖
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> <li>➤ To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>➤ To draw out key information and to summarise the main ideas in a text.</li> </ul>	❖	<ul style="list-style-type: none"> <li>➤ To draw out key information and to summarise the main ideas in a text.</li> <li>➤ To discuss how characters change and develop through</li> </ul>	❖

			texts by drawing inferences based on indirect clues.	
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> <li>➤ To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</li> </ul>	❖	<ul style="list-style-type: none"> <li>➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</li> </ul>	❖

Phonics and/or Spelling	Term 3							Term 4						
Spelling Shed (National Curriculum)  and/or  Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Words with the suffix '-ful'	Words that can be nouns and verbs	Words with an /oa/ sound spelled 'ou' or 'ow'	Words with a 'soft c' spelled 'ce'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with the /f/ sound spelled 'ph'		Words with origins in other countries and languages	Words with unstressed vowel sounds	Words with 'cial'/shuh l/ after a vowel	Words with 'tial'/shul/	Words beginning with 'acc'	Words with the suffix '-ably'	

Writing	Term 3							Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Persuasive Argument  (Wind Turbines)	Balanced Argument  (Wind Turbines)		Assessment Week	Letter			Description  (Perseus)	Dialogue  (Perseus)		Assessment Week	Narrative  (Perseus)		
Genre specific coverage	<ul style="list-style-type: none"> <li>Identify statements in texts</li> <li>Cohesive devices</li> <li>Hyphens</li> <li>Precise vocabulary</li> <li>Modal verbs and adverbs of possibility</li> </ul>	<ul style="list-style-type: none"> <li>Identify statements in texts</li> <li>Cohesive devices</li> <li>Hyphens</li> <li>Precise vocabulary</li> <li>Modal verbs and adverbs of possibility</li> </ul>			<ul style="list-style-type: none"> <li>Cohesive devices</li> <li>Hyphens</li> <li>Plural possessive apostrophes</li> <li>Layout Devices</li> </ul>			<ul style="list-style-type: none"> <li>Adverbials</li> <li>Precise Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Commas in all their forms</li> <li>Dashes</li> <li>Progressive tense</li> <li>Variety of sentence types to show character/advance action</li> </ul>			<ul style="list-style-type: none"> <li>Adverbials</li> <li>Precise Vocabulary</li> <li>Commas in all their forms</li> <li>Dashes</li> <li>Progressive tense</li> <li>Variety of sentence types to show character/advance action</li> </ul>		



## Year 6 - SUMMER Term



Reading	Term 5		Term 6	
Reading Spine  (Whole Class Texts)	❖ The Highwayman by Alfred Noyes		❖ Texts linked to end of year play	
	End Points	Question Stems	End Points	Question Stems
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.		To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	➤ To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	❖	➤ To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)  ➤ To distinguish independently between statements of fact and opinion, providing	❖

			reasoned justifications for their views	
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	➤ To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). ➤ To draw out key information and to summarise the main ideas in a text.	❖	❖ To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). ❖ To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	❖
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	➤ To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. ➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions	❖	➤ To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. ➤ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ➤ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions	❖



Phonics and/or Spelling	Term 5							Term 6						
Spelling Shed (National Curriculum)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
and/or Little Wandle	Words with the suffix '-ible'	Words with the suffix '-ibly'	Words ending in '-ent' and '-ence'	Words ending in '-er', '-or' and '-ar'	Adverbs synonymous with determinations	Adjectives used to describe settings		<i>Thriftwood Residential</i>	Adjectives used to describe feelings	Adjectives to describe characters	Grammar Vocabulary 1	Grammar Vocabulary 2	Mathematical Vocabulary	

Writing	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Poetry (The Highwayman)	Narrative (The Highwayman)		SATS Revision	SATS Week	Advert and Instructions (The Maya)		Thriftwood Residential	Promotional Leaflet (Thriftwood)	Invitation and Programme (Leaver's Events)				
Genre specific coverage	<ul style="list-style-type: none"> <li>Read and enjoy poetry comparing its sentence forms with that of prose</li> <li>Refine definitions of challenging words</li> </ul>	<ul style="list-style-type: none"> <li>Write formal and informal sentences</li> <li>Maintain consistency of tense</li> <li>Subjunctive Form</li> </ul>				<ul style="list-style-type: none"> <li>Maintain consistency of tense</li> <li>Bullet points</li> <li>Dashes, semi-colons and colons</li> </ul>			<ul style="list-style-type: none"> <li>Select conjunctions and cohesive devices to suite the level of formality</li> <li>Highlight and analyse a range of punctuation</li> <li>Subjunctive Form</li> </ul>	<ul style="list-style-type: none"> <li>Select conjunctions and cohesive devices to suite the level of formality</li> <li>Apostrophes</li> <li>First and third person</li> </ul>				

