

English – Year 6 Autumn 1

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors

Writing outcome:

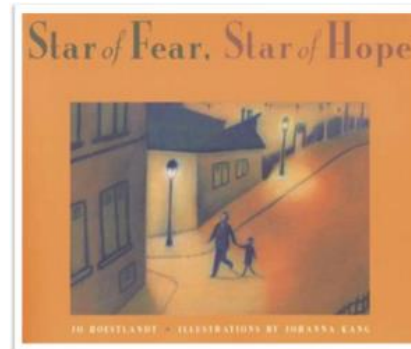
To write a story with a flashback from another character's point of view.

Greater depth writing outcome:

To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account.

Additional writing opportunity:

Write a non-chronological report to link with topic work on World Wars, conflict, refugees.



Pathways to Write



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y6	<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Use of inverted commas and other punctuation to punctuate direct speech • Use Y5 standard punctuation • Use consistent and correct tense 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (recap from Y5) • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> • Use small details for characters to amuse, entertain or create drama • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Manipulate tense and verb forms • Manipulate structure using a flashback • Use paragraphs to vary pace and emphasis

NC Word List – years 5 and 6

aggressive
cemetery
convenience
desperate
immediately
necessary
neighbour
occupy
prejudice
queue
recognise
restaurant
sacrifice
soldier
symbol

Tier 2 words

friction
benevolence
compassion
angst
authority
conflict
dispute
timidly
pounding
invaded

Tier 3 words

Jew
Jewish
holocaust
Nazi occupation
apartment
thread
keyhole
Madame
Monsieur
community

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Ask questions to improve understanding
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a narrative poem exploring the experience of the Blitz from the viewpoint of a child.

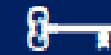
Greater depth writing outcome:

To write their poems from an alternative viewpoint, e.g. a parent, an ARP warden or firefighter.

English – Year 6 Autumn 1



Blitz by Mary Desirée Anderson



Pathways to Write keys

→ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

NC Word List – Years 5 and 6

aggressive
appreciate
desperate
disastrous
interrupt

lightning
recognise
rhythm
suggest
vehicle

Vocabulary Development

clustered
thrumming
ghastly
baffling
recoil

denied
unconquerable
dim
bitter
scarce



Pathways to Poetry

English – Year 6 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured **descriptions**, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Participate in **discussions**, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading comprehension:

- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of words in context
- Summarise main ideas
- Retrieve, record and present information
- Identify how language, structure and presentation contribute to meaning
- Retrieve, record and present information
- Explain and discuss understanding of reading

Writing Composition:

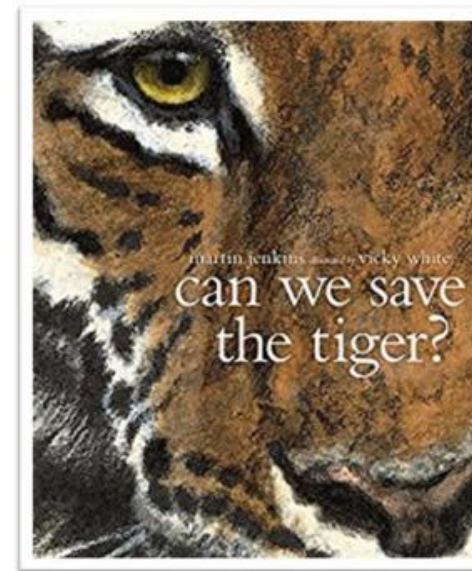
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Précis longer passages
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Proof-read for spelling and punctuation errors

Writing outcome:


To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)

Greater depth writing outcome:

To write and present a 'Newsround' style TV news story about the tiger crisis



Pathways to Write

 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y6	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Apply persuasive language • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Use clear organisational features 	<ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary • Use expanded noun phrases to convey complicated information concisely • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Use concise word choices • Select language to appeal to the reader • Clarify technical vocabulary • Adapt formality to suit purpose and audience • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience (hybrid text) • Include a summarising statement

NC Word List – years 5 and 6		Tier 2 words	Tier 3 words
according	frequently	originally	Panthera tigris
bargain	government	especially	breeding
category	hindrance	including	grassland
committee	interfere	affected	swampy
communicate	parliament	definitely	appetite
controversy	persuade	exactly	disease
develop	signature	fewer	rancher
disastrous	sincerely	particular	prairies
exaggerate		accidentally	captive/captivity
		probably	predator
		managed	conservation(ists)
		unfortunately	population

English – Year 6 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Ask questions to improve understanding
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity

Greater depth writing outcome:

To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity

A Tiger in the Zoo by Leslie Norris



Pathways to Write keys

→ Poetry keys

- Make effective language choices, drawing on a range of descriptive techniques
- Make authorial choices, selecting from a range of forms, to suit the purpose

NC Word List – Years 5 and 6

appreciate	identity
desperate	interfere
disastrous	muscle
environment	persuade
existence	sacrifice

Vocabulary Development

captive	sinew
captivity	glimpse
captivating	jaundice
stalk	encompass
immortal	dignity



Pathways to Poetry

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across books
- Ask questions to improve understanding
- Draw inferences (characters feelings, thoughts and motives): justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Distinguish between fact and opinion (Greater depth only)
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

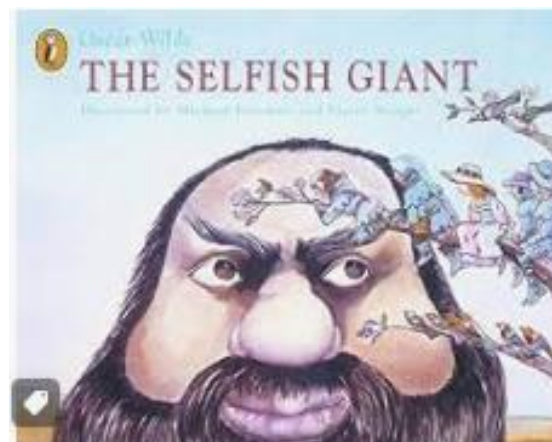
Greater depth writing outcome:

To write a version from the special tree's perspective

Additional writing opportunity:

Plan, draft and write an explanation text - *A guide for humans in a giant world*

English – Year 6 Spring 1



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y6	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Integrate dialogue to convey character and advance the action • Select appropriate grammar and vocabulary • Use brackets, dashes or commas to indicate parenthesis (Y5) • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) 	<ul style="list-style-type: none"> • Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Use language carefully to influence the reader's opinion of a character, place or situation • Use archaic language • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc

NC Word List – Years 5 and 6

ancient
awkward
community
correspond
determined
familiar
forty
harass

hindrance
interrupt
nuisance
privilege
rhyme
rhythm
stomach
vegetable

Developing Vocabulary

bore
rattled
ceased
blossoms
bitterly
longed
admired
merely

hastened
slay
ogre
trespasser
casement
wound
awe



Pathways to Write

English – Year 6 Spring 1

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Use Standard English

Reading comprehension:

- Identify and discuss themes and conventions
- Prepare poems and plays for performance
- Learn poetry by heart
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Identify how language, structure and presentation contribute to meaning
- Participate in discussion about books

Writing composition:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Distinguish between the language of speech and writing
- Choose the appropriate register
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a free verse poem about a door into a secret garden

Greater depth writing outcome:

To write a free verse poem about a door into a secret garden giving hints to the reader about the season

Guarding Secrets

by the Literacy Company



Pathways to Write keys

→ Poetry keys

- Make effective language choices, drawing on a range of descriptive techniques
- Make authorial choices, selecting from a range of forms, to suit the purpose

NC Word List – Years 5 and 6

Vocabulary Development

ancient
conscious
curiosity
environment
existence

leisure
recommend
sufficient
temperature
vegetable

underfoot
intrepid
heaving
paradise
behold

vine
creeper
leafless
mantle
tendrils



Pathways to Poetry

English – Year 6 Spring 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across texts
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences (characters, feelings, thoughts, motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choices
- Retrieve, record and present information from non-fiction

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading
- Enhance meaning through selecting appropriate grammar and vocabulary
- Precise longer passages
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

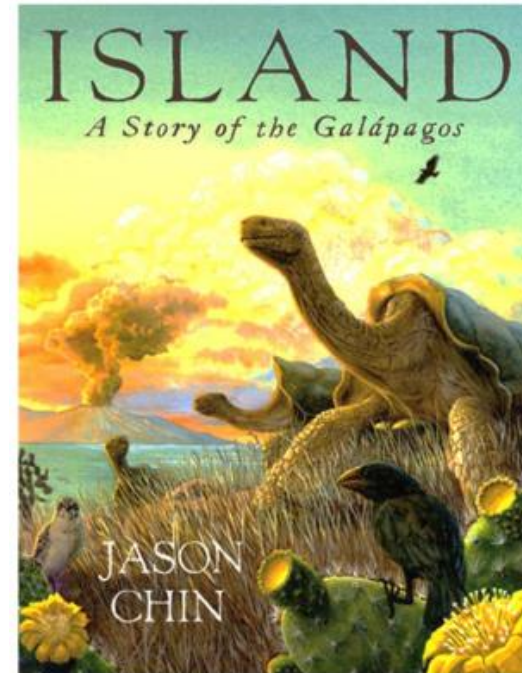
To write an explanatory report (hybrid) about Charles Darwin's discoveries

Greater depth writing outcome:

To write an explanatory report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information

Additional writing opportunity:

To write a discussion about whether it was right to take Jimmy Button from his habitat (Session 4 – you may wish to spend additional sessions focused on planning an extended piece of writing at this point in the unit)



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y6	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary • Distinguish between the language of speech and writing • Use a wide range of devices to build cohesion • Use Y5 standard punctuation correctly • Use semi-colons to mark boundaries between independent clauses (GD) 	<ul style="list-style-type: none"> • Use passive verbs • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use a wide range of devices to build cohesion • Use organisational and presentational devices to structure text • Use colons to mark boundaries between independent clauses 	<p>Explanative report hybrid:</p> <ul style="list-style-type: none"> • Adapt formality to suit purpose and audience • Use and explain technical vocabulary • Apply language from independent research • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Direct address to the reader through questions as subheadings • Use layout features of an explanation, including, photographs, illustrations and captions • Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in <p>Year 6 only:</p> <ul style="list-style-type: none"> • Use passive voice for ambiguity

NC Word List – Years 5 and 6

accommodate
apparent
average
environment
excellent
existence
explanation
individual
occur
physical
pronunciation
relevant
system
temperature
thorough
variety

Developing Vocabulary

revolutionary
emerge
transform
exchange
magnificent
stirring
frequent
flourish
several
evolution
endemic
seamount
natural selection
extinction
descendants
terrain
elevation
colony/colonise



Pathways to Write

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, **performances, role play**, improvisations and debates

Reading comprehension:

- Read and discuss a wide range of texts
- Identify and discuss themes and conventions
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a narrative poem about a journey across the sea, including personification of the waves

Greater depth writing outcome:

To write a narrative poem about a journey across the sea, in first person as the sea

English – Year 6 Spring 2



The Sea by James Reeves



Pathways to Write keys

↳ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

NC Word List – Years 5 and 6

aggressive
appreciate
conscious
desperate

disastrous
lightning
mischievous
rhythm

Vocabulary Development

abiding	dreary
clashing	hunch-shouldered
ebb	mane
frisk	rave
frolic	riot
prowling	cobblestones
boughs	haunches
descending	tyrant



Pathways to Poetry

English – Year 6 Summer 1

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussion about books
- Provide reasoned justifications for views

Writing composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text

Greater depth writing outcome:

To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate

Additional writing opportunity:

Pupils plan and write an imaginary adventure story



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Organise paragraphs around a theme • Use fronted adverbials • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use devices to build cohesion within a paragraph • Use brackets, dashes or commas to indicate parenthesis • Use of the hyphen (to join a prefix to a root word) 	<ul style="list-style-type: none"> • Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use verb tenses consistently and correctly • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately
Y6	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity 	

NC Word List – Years 5 and 6

accompany
achieve
amateur
conscience
conscious
curiosity
determined
environment

equipment
foreign
muscle
programme
shoulder
sufficient
vehicle
yacht

Developing Vocabulary

fascinated
villainous
surrounded
perilous
pioneer
inventor
legacy
Innovations
camouflaged
seascape

marine
scorpion fish
dorados
emeralds
sapphires
rubies
checkerboard fish
truckfish
moustache



Pathways to Write

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, **performances**, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)

Reading comprehension:

- Identify and discuss themes and conventions
- Learn poetry by heart
- Prepare poems and plays for performance
- Summarise main ideas, identifying key details

Writing composition:

- Identify the audience for and purpose of writing
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a free verse poem about the beauty of oceans and why we should treasure them

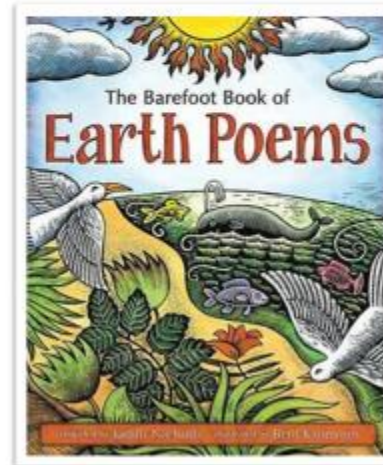
Greater depth writing outcome:

To write a free verse poem about a range of underwater habitats and why we should treasure them

English – Year 6 Summer 1

For Forest

by Grace Nichols



Pathways to Write keys

→ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques



Pathways to Poetry

NC Word List – Years 5 and 6

ancient
conscience
determined
environment
existence

identity
marvellous
rhythm
temperature
yacht

Vocabulary Development

watersound
teeming
broadcast
caress
wondrous
revel

reef
marine
protected
conservation
paradise
lagoon

English – Year 6 Summer 2

National curriculum skills for this unit:

Spoken language:

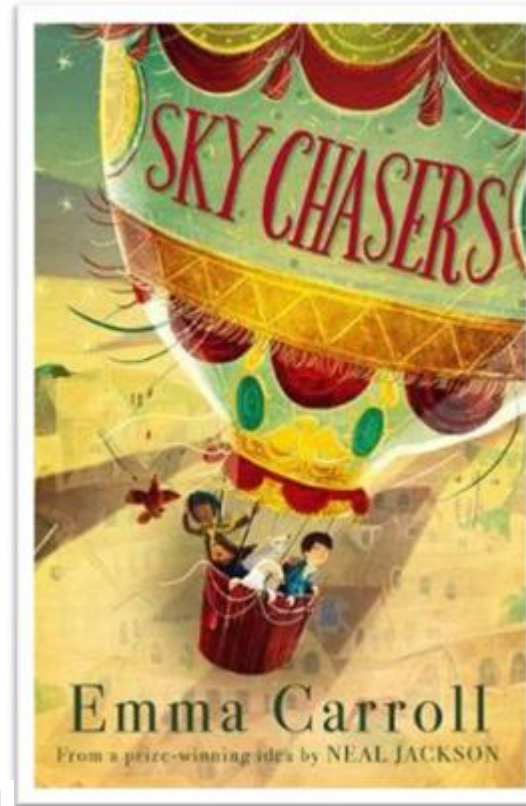
- Listen and respond
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Select and use appropriate registers for effective communication


Reading comprehension:

- Recommend books to peers
- Learn poetry by heart
- Prepare **poems** and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Participate in discussion about books

Writing Composition

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Distinguish between the language of speech and writing
- Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement



 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Use and punctuate direct speech • Use devices to build cohesion within a paragraph • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> • Use adverbs to indicate degrees of possibility • Enhance meaning through selecting appropriate grammar and vocabulary • Describe characters, settings and atmosphere • Use commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot • Use language carefully to influence the reader's opinion of a character, place or situation • Use powerful and varied verbs for action • Use paragraphs to vary pace and emphasis
Y6	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Integrate dialogue to convey character and advance the action • Use a wide range of devices to build cohesion 	<ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Use dialogue to move action forward • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Combine action, dialogue and description <p>Bold additions for Y6</p>

NC Word List – Years 5 and 6		Developing Vocabulary	
appreciate	leisure	inventor	espionage
attached	lightning	obsession	mechanics
available	marvellous	contraption	pickpocket
bruise	mischievous	setback	prototype
curiosity	opportunity	ingenuity	aeronautical
definite	profession	experiment	papermill
identity	recommend	elation	airborne
language	suggest	triumph	rooster
	twelfth	deceit	poultry
		contraption	orphan



Pathways to Write

Writing outcome:

Year 5 – To write the next chapter of Sky Chasers in the style of the author

Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Greater depth writing outcome:

Year 5 – To write from two different viewpoints

Year 6 – To write from three different viewpoints

Additional writing opportunity:

To write a personal autobiography recounting a significant achievement in detail

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon

Greater depth writing outcome:

To write a sonnet to describe the view of the countryside from a hot air balloon

English – Year 6 Summer 2



Sonnet Written at the Close of Spring By Charlotte Smith



Pathways to Write keys

→ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

NC Word List – Years 5 and 6

ancient
appreciate
foreign
marvellous

rhyme
rhythm
variety

Vocabulary Development

boughs	linger
brook	placid
dell	slumber
fair	solitude
fond	spangled
frail	splendour
garland	wove
grove	wreath
humanity	zephyr



Pathways to Poetry