



Class Text Overview, Reading Spine and Planning Progression Documents

Class text overview

Year:	Autumn A						Autumn B					Spring A					Spring B					Summer A						Summer B																																																								
6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6																																																			
	A Pinch of Magic – Michelle Harrison						Dracula – Mary Sebago-Montefiore					The Tempest – William Shakespeare					The Monkey's Paw – W. W. Jacobs					Catskin – Joseph Jacobs					The Tale of the Three Brothers – J.K. Rowling					Thesus and the Minotaur					<b>Poetry:</b> Jabberwocky, The Tyger, Sympathy, Your Best, O Captain, My Captain! Is the Moon Tired? I Wandered lonely as a Cloud.						The Girl who Speaks Bear – Sophie Anderson						The Girl who Speaks Bear – Sophie Anderson						SATs Preparation						<b>Key Stage Two SATs Week</b>						Second World War						When Stars are Scattered – Victoria Jamieson						Year Six Class Performance					

English Teaching and Reading Overview

11:00 – 11:15  
Phonics  
Handwriting/SPaG misconceptions

11:15 – 11:25  
Class text reading as a whole class

11:25 – 12:15  
Whole class teaching and learning

1:10 – 1:40  
Independent reading:  
20% x3  
80% x1

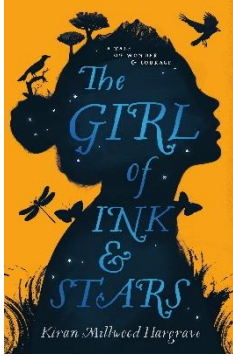
3:00 – 3:10  
Whole-class story time:  
See reading spine below.

# Reading Spine

Class Text Overview, Reading Spine and Planning Progression Documents

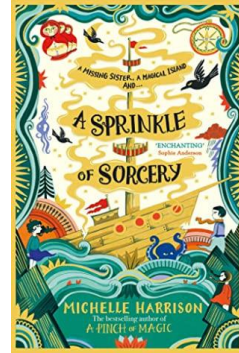
## Autumn A

The Girl of Ink and Stars – Kiran Millwood Hargrave



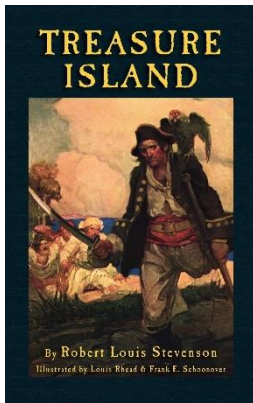
## Autumn B

A Sprinkle of Sorcery – Michelle Harrison



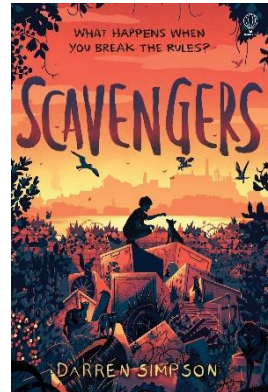
## Spring A

Treasure Island – Robert Louis Stevenson



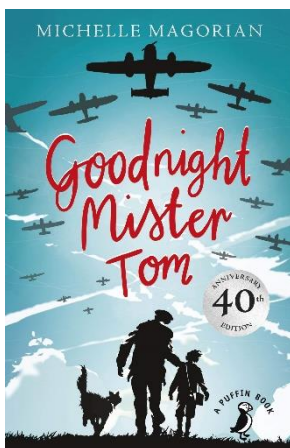
## Spring B

Scavengers - Darren Simpson



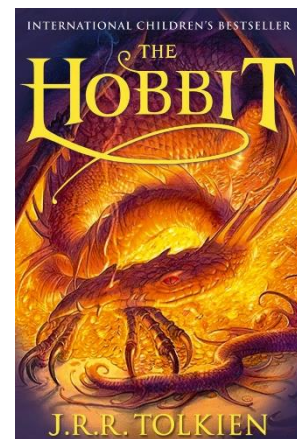
## Summer A

Goodnight Mr Tom – Michelle Magorian



## Summer B

The Hobbit – J. R. R. Tolkien





# Planning Progression Document

	<b>Spelling:</b>	<b>Handwriting:</b>	<b>Reading:</b>	<b>SPaG:</b>	<b>Features of a ____:</b>	<b>Writing:</b>
<b>Autumn A</b>  Modern Fiction	Spellings to be sent home weekly as homework to be practised for a test the following Friday:  1 – vicious, precious, delicious, suspicious, malicious  2 – official, special, partial, confidential, essential  3 – observant, observance, observation, hesitant, hesitancy  4 – substance, substantial, confident, confidence, confidential  5 – assistant, assistance, independent,	Diagonal joins to letters without ascenders:  1 – ai, ar, ic, er, ce, ie, ir, am, aw, ac  2 – un, um, uc, ua, ui, iu, ma, ni, mm, mi  3 – ni, ca, cu, im, ae, ce, ag, aj, dy, ay  4 – up, ep, lp, iy, ip, up, ap, eg  5 – ig, ng, ug, ay, ef, if, ap, up  6 – Recap / misconceptions	2d: Inference  2e: Prediction  Explain and discuss their understanding through debate  2b: Retrieve and record information from fiction (comprehension questions)  2c: Summarising main ideas  2f: Information contributing to meaning  2a: Meaning of words in context (ongoing through use of vocab boards)	Direct speech  Adverbials  Parenthesis  Modal verbs and adverbs to indicate possibility  Commas to clarify meaning and avoid ambiguity.  Semi colons, colons or dashes to mark boundaries between independent clauses	Create short version or part of expected piece of writing to analyse as a whole class.  Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.  Identify these features on the planning frames for children to refer to.  <b>Diary entry features:</b> Informal First person Inference  <b>Non-chronological report features:</b> Formal Sub-headings Present tense Factual, not opinion based Third person  <b>Letter features:</b> Address and date Dear ____, First person Persuasive language  <b>Character description features:</b> Informal Third person	<b>Writing to inform:</b>  <b>Diary entry</b> <b>Non-chronological report</b>  <b>Writing to persuade:</b>  <b>Letter</b>  <b>Writing to entertain:</b>  <b>Character description</b> <b>Descriptive writing</b> <b>Story writing</b> Options: - Story retell - Change of ending - Change of perspective

Year 6 English and Reading

	<p>independence, obedient</p> <p>6 – considerable, considerable, consideration, changeable, noticeable</p> <p>7 – forcible, legible, understandable, reasonable, enjoyable</p>				<p>Inference Good description</p> <p><b>Descriptive writing features:</b> Figurative language Good description High quality vocabulary</p> <p><b>Story features:</b> Setting, character, plot Third person (usually) Chronological order</p>	
<p><b>Autumn B</b></p> <p>Fiction from our literary Heritage</p> <p>Enterprise Week (Two Weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – possible, possibly, sensible, sensibly, transferred</p> <p>2 – preferred, co-ordinate, re-enter, reference, referee</p> <p>3 – deceive, conceive, receive, perceive, ceiling</p>	<p>Diagonal join to an ascender:</p> <p>1 – ab, ah, ak, al, at, el</p> <p>2 – ch, ck, cl, ct, eb, eh</p> <p>3 – th, tt, ut, ub, uh, ul</p> <p>4 – uk, rt, ob, oh, ok, ot</p> <p>5 – ih, ik il, ill, it, lb, kl, ll, ph</p> <p>6 – pl, pt, sb, sh, sk, sl, st</p>	<p>2d: Inference</p> <p>2e: Prediction</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>Identifying themes and conventions across books</p> <p>2f: Information contributing to meaning</p>	<p>Relative clauses</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Parenthesis brackets, dashes or commas</p> <p>Subjunctive form</p> <p>Passive verbs</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p><b>Journalistic writing features:</b> Factual and objective Fair and balanced Formal Chronological order</p> <p><b>Diary entry features:</b> Informal First person</p>	<p><b><u>Writing to inform:</u></b></p> <p><b>Journalistic writing</b> <b>Diary entry</b> <b>Writing presentation for Dragon’s Den</b></p> <p><b><u>Writing to persuade:</u></b></p> <p><b>Advert (Enterprise Week)</b></p> <p><b><u>Writing to entertain:</u></b></p> <p><b>Character description</b> <b>Story writing</b> Options: - Story retell - Change of ending - Change of perspective</p>

Year 6 English and Reading

	<p>4 – thought, enough, though, through, plough</p> <p>5 – doubt, island, lamb, knight, solemn</p> <p>6 – advice, advise, device, devise, licence</p> <p>7 – practise, practice, farther, father, thistle</p>		<p>Presentation (Enterprise Week)</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Persuasive language (Enterprise Week)</p>	<p>Inference</p> <p><b>Advert features:</b> Persuasive language Attention grabbing</p> <p><b>Character description features:</b> Informal Third person Inference Good description</p> <p><b>Story features:</b> Setting, character, plot Third person (usually) Chronological order</p>	
<p><b>Spring A</b></p> <p>Myths, Fairytales and Traditional Stories</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 – guessed, guest, heard, herd, led, lead</p> <p>2 – morning, mourning, past, passed, steel, steal</p> <p>3 – who’s, whose, stationary,</p>	<p>Maintaining legibility when writing at speed:</p> <p>Children to copy short paragraphs from the board using the range of joins they have been taught while maintaining legibility and speed.</p>	<p>2g: Discuss words and phrases that captures the readers’ interest</p> <p>Language/figurative language</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2d: Inference</p>	<p>Present perfect verbs to mark time or cause</p> <p>Parenthesis</p> <p>Direct speech</p> <p>Commas to clarify meaning and avoid ambiguity.</p> <p>Semi colons, colons or dashes to mark boundaries between</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p><b>Journalistic writing features:</b> Factual and objective Fair and balanced Formal Chronological order</p> <p><b>Diary entry features:</b></p>	<p><b><u>Writing to inform:</u></b></p> <p><b>Journalistic writing</b></p> <p><b>Diary entry</b></p> <p><b><u>Writing to persuade:</u></b></p> <p><b>Speech</b></p> <p><b><u>Writing to entertain:</u></b></p> <p><b>Character description</b></p> <p><b>Story writing</b></p> <p>Options:</p> <ul style="list-style-type: none"> <li>- Story retell</li> <li>- Change of ending</li> <li>- Change of perspective</li> </ul>

Year 6 English and Reading

	<p>stationery, wary, weary</p> <p>4 – accommodate, accompany, according, achieve, aggressive</p> <p>5 – amateur, ancient, apparent, appreciate, attached</p> <p>6 – available, average, awkward, bargain, bruise</p>		<p>2f: Information contributing to meaning</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>independent clauses</p>	<p>Informal First person Inference</p> <p><b>Speech features:</b> Persuasive language Factual Conclusive paragraph</p> <p><b>Character description features:</b> Informal Third person Inference Good description</p> <p><b>Story features:</b> Setting, character, plot Third person (usually) Chronological order</p>	
<p><b>Spring B</b></p> <p>Poetry (Two weeks)</p> <p>Books from other cultures and traditions (Three Weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 - category, cemetery, committee, communicate, community, competition</p>	<p>Maintaining legibility when writing at speed:</p> <p>Children to copy short paragraphs from the board using the range of joins they have been taught while maintaining legibility and speed.</p>	<p><b>Poetry:</b> Learning a wide range of poetry by heart (poetry week)</p> <p>Free verse and narrative poetry</p> <p>Figurative language</p> <p>2a: Meaning of words in context (ongoing through</p>	<p><b>Poetry:</b> Noun/Expanded noun phrases</p> <p>Adverbials</p> <p>Misconceptions</p> <p><b>Books from other cultures and traditions:</b></p> <p>Direct speech</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p><b>Diary entry features:</b> Informal First person Inference</p>	<p><b>Writing to inform:</b></p> <p><b>Diary entry</b></p> <p><b>Writing to entertain:</b></p> <p><b>Character description</b> <b>Descriptive writing</b> <b>Poetry x2</b></p>

Year 6 English and Reading

	<p>2 - conscience, conscious, controversy, convenience, correspond</p> <p>3 - criticise, curiosity, definite, desperate, determined</p> <p>4 - develop, dictionary, disastrous, embarrass, environment</p> <p>5 – equip, equipped, equipment, especially, exaggerate</p> <p>6 - excellent, existence, explanation, familiar, foreign</p>		<p>use of vocab boards) <b>Books from other cultures and traditions:</b> Participate in discussions about books that are read to them</p> <p>2d: Inference</p> <p>Explain and discuss their understanding through debate</p> <p>2f: Information contributing to meaning</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Parenthesis Semi colons, colons or dashes to mark boundaries between independent clauses</p>	<p><b>Character description features:</b> Informal Third person Inference Good description</p> <p><b>Descriptive writing features:</b> Figurative language Good description High quality vocabulary</p> <p><b>Poetry features:</b> Good description High quality vocabulary Rhyming couplets Figurative language</p>	
<p><b>Summer A</b></p> <p>Books from other cultures and traditions (Two Weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p>	<p>Maintaining legibility when writing at speed:</p> <p>Children to copy short paragraphs from the board using the range of</p>	<p><b>Books from other cultures and traditions:</b> Participate in discussions about books that are read to them</p>	<p>Relative clauses</p> <p>Commas to clarify meaning and avoid ambiguity.</p>	<p><b>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</b></p>	<p><b><u>Writing to inform:</u></b></p> <p><b>Journalistic writing</b></p> <p><b>Biographical writing</b></p> <p><b><u>Writing to persuade:</u></b></p>

Year 6 English and Reading

<p>SATS (Two Weeks)</p> <p>Non-fiction (Two Weeks)</p>	<p>1 - forty, frequently, government, guarantee, harass</p> <p>2 - hindrance, identity, immediate, immediately, individual</p> <p>3 - interfere, interrupt, language, leisure, lightning</p> <p>4 - marvellous, mischievous, muscle, necessary, neighbour</p> <p>5 - nuisance, occupy, occur opportunity, parliament</p> <p>6 - persuade, physical, prejudice, privilege, profession</p>	<p>joins they have been taught while maintaining legibility and speed.</p>	<p>2e: Prediction</p> <p>2c: Summarising main ideas</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p> <p><b>Non-fiction:</b> 2b: Retrieve and record information from non-fiction (Comprehension Questions)</p> <p>Explain and discuss their understanding through debate</p> <p>Distinguish between fact and opinion</p>	<p><b>Non-fiction:</b></p> <p>Parenthesis</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p>	<p><b>Identify these features on the planning frames for children to refer to.</b></p> <p><b>Journalistic writing features:</b> Factual and objective Fair and balanced Formal Chronological order</p> <p><b>Biographical writing features:</b> Chronological order Factual Formal</p> <p><b>Argument features:</b> Balanced Persuasive language Factual Conclusive paragraph</p> <p><b>Story features:</b> Setting, character, plot Third person (usually) Chronological order</p>	<p><b>Argument (linked to debate)</b></p> <p><b>Writing to entertain:</b></p> <p><b>Story writing</b> Options: - Story retell - Change of ending - Change of perspective</p>
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Year 6 English and Reading

<p><b>Summer B</b></p> <p>Modern fiction</p> <p>Play (Two weeks)</p>	<p>Spellings to be sent home weekly as homework to be practised for a test the following Friday:</p> <p>1 - relevant, restaurant, rhyme, rhythm, sacrifice</p> <p>2 - secretary, shoulder, signature, sincere, sincerely</p> <p>3 – soldier, stomach, sufficient, suggest, symbol</p> <p>4 - system, temperature, thorough, twelfth, variety</p> <p>5 - programme, pronunciation queue, recognise, recommend</p> <p>6 – vegetable, vehicle, yacht, transferred, preference</p>	<p>Maintaining legibility when writing at speed:</p> <p>Children to copy short paragraphs from the board using the range of joins they have been taught while maintaining legibility and speed.</p>	<p>2d: Inference</p> <p>2f: Information contributing to meaning</p> <p>2e: Prediction</p> <p>2g: Identify/explain how meaning is enhanced through words and phrases</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Direct speech</p> <p>Parenthesis</p> <p>Relative clauses</p> <p>Semi colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class.</p> <p>Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson.</p> <p>Identify these features on the planning frames for children to refer to.</p> <p><b>Diary entry features:</b>          Informal          First person          Inference</p> <p><b>Letter features:</b>          Address and date          Dear _____,          First person          Persuasive language</p> <p><b>Descriptive writing features:</b>          Figurative language          Good description          High quality vocabulary</p> <p><b>Story features:</b>          Setting, character, plot          Third person (usually)          Chronological order</p> <p><b>Play features:</b>          Curriculum content          Jokes</p>	<p><b><u>Writing to inform:</u></b></p> <p><b>Diary entry</b></p> <p><b><u>Writing to persuade:</u></b></p> <p><b>Letter</b></p> <p><b><u>Writing to entertain:</u></b></p> <p><b>Descriptive writing</b>  <b>Story writing</b>          Options:          - Story retell          - Change of ending          - Change of perspective</p> <p><b>Play (two weeks)</b>          (write and perform for end of year performance)</p>
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					Songs High quality props	
<b>World Book Day:</b> <ul style="list-style-type: none"><li>- Recommending books they have read to their peers, giving reasons for their choices</li><li>- 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</li></ul> <b>Poetry week:</b> <ul style="list-style-type: none"><li>- Learning a wide range of poetry by heart</li></ul>						

## Spelling Long Term Plan:

### Year 6:

Autumn A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Endings which sound like /shul/	<b>-cial</b> generally comes after a vowel letter and <b>-tial</b> after a consonant letter but there are some exceptions	musical essential sequential differential <i>confidential</i> <b>Exceptions:</b> spatial initial, financial, commercial, provincial
Week 2	Words ending in <b>-ant, -ance, -ancy</b>	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with an <b>/ay/</b> sound in the right position; <b>-ation</b> endings are often a clue.	relevant (relate/relation) brilliant(brilliance) tolerant (tolerate/toleration) elegant (elegance) assistant (assist/assistance) hesitant (hesitation) assistance (assist/assistance) observant, observance, distant (distance) vacant (vacate/vacation)
Week 3	Words ending in <b>-ent</b> and <b>-ence/-ency</b>	Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> , soft <b>g</b> and <b>qu</b> .	intelligent eloquent transparency opulence silence decent excellent sufficient sufficient crescent
Week 4	Words ending in <b>-able</b> and <b>-ible, -ably</b> and <b>-ibly</b>	<b>-able/-ably</b> ending is used if there is a related word ending in <b>-ation</b>	adorably (adoration) considerably (consideration) valuably (valuation) memorably (memorisation) adaptably (adaptation) disposably (disposition) durable (duration) presentable (presentation) explorable (exploration) sustainable (sustainability)
Week 5	Words ending in <b>-able</b> and <b>-ible, -ably</b> and <b>-ibly</b>	If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b> , the <b>e</b> at the end must be kept or it can change to an <b>i</b> .	changeable (change) manageable (manage) loveable (love) noticeable (notice) accessible (access) sensible (sense) convertible (convert) reversible (reverse) collapsible (collapse) invincible (invince)
Week 6	Endings which sound like /shus/ spelt <b>-cious</b> or <b>-tious</b>	Not many common words end like this. If the root word ends in <b>-ce</b> , the /sh/ sound ends is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>	vicious gracious substantial precious infectious pretentious conscious

## Year 6 English and Reading

### Class Text Overview, Reading Spine and Planning Progression Documents

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Autumn B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Words ending in <b>-able</b> and <b>-ible</b> , <b>-ably</b> and <b>-ibly</b>	The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b> .	believable agreeable breakable avoidable fashionable dependable comfortable possibly flexibly terribly
Week 2	Words ending in <b>-able</b> and <b>-ible</b> , <b>-ably</b> and <b>-ibly</b>	The <b>-ible</b> ending is common if a complete root word can't be heard before it but there are some exceptions such as <i>sensible</i> .	horribly sensibly legibly credibly reversibly flexible responsible credible reversible invisible
Week 3	Words with <b>/ee/</b> sound spelt <b>ei</b> after <b>c</b>	i before <b>e</b> except after <b>c</b>	receipt ceiling conceive deceive  <i>Exceptions:</i> Neither Seize Weird Height Foreign ancient
Week 4	Adding suffixes with vowel letters to words ending in <b>-fer</b>	The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.  The <b>r</b> is not doubled if the <b>-fer</b> ending is no longer stressed.	deferring transferring inferring inference preferable transferable differed reference referred referral
Week 5	Words containing the letter string ough	<b>ough</b> is one of the trickiest spellings in the English language and can make an /u/ /or/, /oa/ or /oo/ sound.	rough tough enough cough bought dough throughout trough plough thorough
Week 6	Words containing the letter string ough	<b>ough</b> is one of the trickiest spellings in the English language and can make an /u/ /or/, /oa/ or /oo/ sound.	bluff ought afterthought undergrowth overgrowth thoroughbred toughen

## Year 6 English and Reading

### Class Text Overview, Reading Spine and Planning Progression Documents

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Spring A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Upper Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest
Week 2	Upper Key Stage 2 Word List		accompany, average, conscience, conscious, explanation, immediate, immediately, necessary, prejudice, rhythm, symbol
Week 3	Upper Key Stage 2 Word List		according, awkward, develop, dictionary, familiar, individual, neighbour, profession, sacrifice, system
Week 4	Upper Key Stage 2 Word List		achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature
Week 5	Upper Key Stage 2 Word List		aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

Spring B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Upper Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth
Week 2	Upper Key Stage 2 Word List		ancient, cemetery, criticise, equip, equipped, equipment, government, leisure, opportunity, recognise, sincere, variety
Week 3	Upper Key Stage 2 Word List		apparent, committee, curiosity, especially, guarantee, parliament, lightning, recommend, soldier, vegetable
Week 4	Upper Key Stage 2 Word List		appreciate, communicate, definite, exaggerate, harass,

## Year 6 English and Reading

### Class Text Overview, Reading Spine and Planning Progression Documents

			marvellous, persuade, relevant, stomach, vehicle
Week 5	Upper Key Stage 2 Word List		attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

Summer A	Statutory requirements:	Spelling rules and guidance:		Spellings:
Week 1	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago e.g. in <i>knight</i> there was a /k/ sound before the /n/ sound. We need to learn these words and their spellings.		doubt, island, lamb, solemn, thistle, knight, climb, debt, bomb, sign
Week 2	Use of hyphen	Hyphens can be used to join a prefix to a root word, <b>especially if the prefix ends in a vowel letter and the root word also begins with one.</b>		co-ordinate, re-enter, co-operate, co-own, re-educate, self-service, proactive, co-owner, ex-husband, ultra-argumentative
Week 3	Homophones and other words that can be confused	In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b> .		advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy
Week 4	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	father (male parent), farther (further ahead or away), guessed (predicted), guest (visitor), heard (listened), herd (group of animals), led (verb), lead (heavy metal), morning (before midday), mourning (feeling when someone dies)	
Week 5	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	past ( <i>previous time</i> ), passed ( <i>moved in front</i> ), precede ( <i>go in front or before</i> ), proceed ( <i>go on</i> ), principal ( <i>most important</i> ), principle ( <i>truth or belief</i> ), profit ( <i>money made</i> ) prophet ( <i>someone who foretells the future</i> ), stationary ( <i>not moving</i> ), stationery ( <i>pens, pencils etc.</i> )	
Week 6	Revision of previous year groups/misconceptions from current year group			
Week 7	Revision of previous year groups/misconceptions from current year group			

Summer B	Statutory requirements:	Spelling rules and guidance:		Spellings:
Week 1	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	steal ( <i>take something that doesn't belong to you</i> ), steel ( <i>metal</i> ), wary ( <i>cautious or unsure</i> ), weary ( <i>tired</i> ), who's ( <i>contraction: who is or who has</i> ), whose ( <i>belonging: whose jacket is that?</i> ), aisle ( <i>walkway between seats in a church, plane</i> )	

## Year 6 English and Reading

### Class Text Overview, Reading Spine and Planning Progression Documents

			<i>or train), isle (island), aloud (out loud), allowed (permitted or allowed to do something)</i>
Week 2	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	<i>affect (usually a verb), effect (usually a noun), altar (table like furniture item in church), alter (to change), ascent (going up), assent (to agree), bridal (to do with a bride at a wedding), bridle (reigns for a horse), cereal (made from grains), serial (several things one after another)</i>
Week 3	Homophones and other words that can be confused	Homophones and other words that can be confused – these words must be learnt.	<i>compliment (to make nice remarks about someone), complement (to make something more complete or improve it), descent (the act of going down), dissent (to disagree), desert (as a noun – a barren place; as a verb – to abandon), dessert (sweet course after a main meal), draft (a first attempt at writing something), draught (a current of air)</i>
Week 4	Recap and revision	Recap and revision	Recap and revision
Week 5	Recap and revision	Recap and revision	Recap and revision
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

## Reading lesson guidance:

Reading curriculum link:	Reading lesson activity:		How to embed learning in exercise books:
<ul style="list-style-type: none"> <li>Inference</li> <li>Information contributing to meaning</li> </ul>	<p><b>Conscience alley</b></p> <p>A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as <b>Decision Alley</b> or <b>Thought Tunnel</b>.</p> <p><a href="https://youtu.be/-Hs0LirW9v8">https://youtu.be/-Hs0LirW9v8</a></p>		<ul style="list-style-type: none"> <li>Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.</li> </ul>
<ul style="list-style-type: none"> <li>Summarise main ideas</li> <li>Inference</li> <li>Information contributing to meaning</li> <li>Prediction</li> <li>Meaning enhanced through words and phrases</li> </ul>	<p><b>Freeze frame</b></p> <p>Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why.</p> <p><a href="https://youtu.be/flueLbP7NOI">https://youtu.be/flueLbP7NOI</a></p>		<ul style="list-style-type: none"> <li>Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.</li> </ul>
<ul style="list-style-type: none"> <li>Summarise main ideas</li> <li>Inference</li> <li>Information contributing to meaning</li> </ul>	<p><b>Flashbacks</b></p>	<ul style="list-style-type: none"> <li>Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.</li> </ul>	



Class Text Overview, Reading Spine and Planning Progression Documents

<ul style="list-style-type: none"> <li>• Prediction</li> <li>• Meaning enhanced through words and phrases</li> </ul>	<p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.</li> </ul>
<ul style="list-style-type: none"> <li>• Summarise main ideas</li> <li>• Inference</li> <li>• Information contributing to meaning</li> <li>• Prediction</li> <li>• Meaning enhanced through words and phrases</li> </ul>	<p><b>Flashforwards</b></p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.</p>	<ul style="list-style-type: none"> <li>• Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.</li> <li>• Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.</li> </ul>
<ul style="list-style-type: none"> <li>• Inference</li> <li>• Information contributing to meaning</li> </ul>	<p><b>Hot seating</b></p> <p>Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. <b>It is best to give children time to prepare their questions in their exercise books.</b></p>	
<ul style="list-style-type: none"> <li>• Inference</li> <li>• Information contributing to meaning</li> </ul>	<p><b>Role on the wall</b></p> <p>Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.</p>	<ul style="list-style-type: none"> <li>• Children to create role on the wall independently in their exercise books using body template.</li> </ul>
<ul style="list-style-type: none"> <li>• Inference</li> <li>• Information contributing to meaning</li> </ul>	<p><b>Thought tracking</b></p>	<ul style="list-style-type: none"> <li>• Children to write a short diary entry as</li> </ul>

Class Text Overview, Reading Spine and Planning Progression Documents

	Thought tracking is a natural follow-up to <a href="#">still images</a> and <a href="#">freeze frames</a> . Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.	their character explaining what they were doing/feeling/thinking and suggest reasons for this.
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## Reading domains (to support planning and questioning during reading teaching):

### 2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

### 2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?

**Class Text Overview, Reading Spine and Planning Progression Documents**

- What part of the story do you like best?
- What evidence do you have to justify your opinion?

**2c: Summarise main ideas from more than one paragraph**

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

**2d: Make inferences from the text/explain and justify inferences with evidence from the text**

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

**2e: Predict what might happen from details stated and implied.**

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

**2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole**

**Class Text Overview, Reading Spine and Planning Progression Documents**

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

**2g: Identify/explain how meaning is enhanced through choice of words and phrases**

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

**2h: Make comparisons within the text.**

## Year 6 English and Reading 2022 – 2023

### Class Text Overview, Reading Spine and Planning Progression Documents

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?