

## Year 6 English Skills and Knowledge – Autumn Term

Text Driver	Reading Learning	Writing Learning
Otto – The Autobiography of a Bear By Tomi Ungerer	<ul style="list-style-type: none"> <li>• Participates actively in discussions about books</li> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Summarises main idea from more than one paragraph</li> <li>• Discusses and evaluates the author’s use of language and its impact on the reader</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses brackets, dashes or commas to indicate parenthesis</li> <li>• Confident use of relative clauses beginning with: who, which, where, when, whose, that or with an implied (omitted) relative pronoun.</li> <li>• Describes setting, character and atmosphere to good effect, selecting appropriate vocabulary and grammar; considering how authors have developed characters through what they have read, listened to or seen performed</li> <li>• Identifies and writes for the intended audience purpose of the piece of writing; using similar writing as models</li> </ul>
The Umbrella Mouse by Anna Fargher	<ul style="list-style-type: none"> <li>• Participates actively in discussions about books</li> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Summarises main idea from more than one paragraph</li> <li>• Recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects</li> <li>• Discusses and evaluates the author’s use of language and its impact on the reader</li> <li>•</li> </ul>	
Beyond the Lines – Literacy Shed video	<ul style="list-style-type: none"> <li>• Participates actively in discussions about books</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and writes for the intended audience purpose of the piece of writing; using similar writing as models</li> </ul>

	<ul style="list-style-type: none"> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Summarises main idea from more than one paragraph</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Colons, semi-colons and dashes to mark the boundaries between independent clauses</li> <li>• Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situation</li> </ul>
Anne Frank by Josephine Poole	<ul style="list-style-type: none"> <li>• Participates actively in discussions about books</li> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Summarises main idea from more than one paragraph</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and writes for the intended audience purpose of the piece of writing; using similar writing as models</li> <li>• Variety of sentence openers used to create specific effects</li> <li>• Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situation</li> <li>•</li> </ul>
Letters from the Lighthouse by Emma Carroll	<ul style="list-style-type: none"> <li>• Participates actively in discussions about books</li> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Uses elements taken from reading in own writing</li> <li>• Summarises main idea from more than one paragraph</li> <li>• Recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects</li> <li>• Discusses and evaluates the author's use of language and its impact on the reader</li> <li>• Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and writes for the intended audience purpose of the piece of writing; using similar writing as models</li> <li>• Varies length, structure and subject of sentences to extend meaning and interest to the reader</li> <li>• Uses expanded noun phrases to convey complicated information concisely</li> <li>• Variety of sentence openers used to create specific effects</li> <li>• Integrates dialogue to convey characters and advance action</li> <li>• Links ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections such as 'on the other hand' and use of ellipsis</li> <li>• Sustain and develop ideas logically in narrative and non-narrative writing</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situation</li> <li>•</li> </ul>
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Year 6 English Skills and Knowledge – Spring Term		
Text Driver	Reading Learning	Writing Learning
Romeo and Juliet by William Shakespeare	<ul style="list-style-type: none"> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of subjunctive forms, e.g. 'If I were...'</li> <li>• Links ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections such as 'on the other hand' and use of ellipsis</li> </ul>
The Rain Player by David Wisniewski	<ul style="list-style-type: none"> <li>• Discusses how authors use language, including figurative language and how this impacts on the reader</li> <li>• Reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and literary heritage, and books from other cultures and traditions</li> <li>• Makes predictions based on details stated and implied</li> <li>• Identifies key details that support main ideas and uses them to summarise content drawn from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Describes setting, character and atmosphere to good effect, selecting appropriate vocabulary and grammar; considering how authors have developed characters through what they have read, listened to or seen performed</li> <li>• Integrates dialogue to convey characters and advance action</li> <li>• Developed noun phrases to add detail in sentences, e.g. 'The rusty old car with a wing mirror hanging off came round the corner'</li> <li>• Precises longer passages appropriately</li> </ul>
The Great Kapok Tree by Lynne Cherry	<ul style="list-style-type: none"> <li>• Recognises themes and conventions across a range of texts</li> <li>• Explains how language, structure and presentation can contribute to the meaning of a text</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Links ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections such as 'on the other hand' and use of ellipsis</li> <li>• Introduces, develops and concludes paragraphs appropriately</li> </ul>

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Year 6 English Skills and Knowledge – Summer Term		
Text Driver	Reading Learning	Writing Learning
Tasmanian Devil	<ul style="list-style-type: none"> <li>• Records and presents information from non-fiction texts</li> <li>• Identifies how punctuation is used for impact and effect</li> <li>• Discusses and evaluates the author’s use of language and its impact on the reader</li> <li>• Explains author’s organisation of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Colons to introduce a list and semi-colons within lists</li> <li>• Notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• Uses further organisational and presentational devices to structure texts and guide the reader, e.g. headings, sub-headings, columns, bullet points etc.</li> <li>• Links ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections such as ‘on the other hand’ and use of ellipsis</li> <li>• Introduces, develops and concludes paragraphs appropriately</li> <li>• Uses suitable forms with appropriate features for different text types; grammatical structure and features appropriate to the audience, purpose and degree of formality ensuring meaning is clear, creating effect</li> </ul>
Survivors	<ul style="list-style-type: none"> <li>• Retrieves information effectively using organisational features</li> <li>• Identifies how punctuation is used for impact and effect</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• Integrates dialogue to convey characters and advance action</li> <li>• Developed noun phrases to add detail in sentences, e.g. ‘The rusty old car with a wing mirror hanging off came round the corner</li> <li>• Precise longer passages appropriately</li> </ul>
The Dark	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Describes setting, character and atmosphere to good effect, selecting appropriate vocabulary and grammar;</li> </ul>

		<p>considering how authors have developed characters through what they have read, listened to or seen performed</p> <ul style="list-style-type: none"> <li>• Developed noun phrases to add detail in sentences, e.g. 'The rusty old car with a wing mirror hanging off came round the corner</li> <li>• Precis longer passages appropriately</li> </ul>
Biographies	<ul style="list-style-type: none"> <li>• Retrieves information effectively using organisational features</li> <li>• Distinguishes between statements of fact and opinion; and in non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and develops initial ideas, drawing on reading and research where necessary</li> <li>• Links ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections such as 'on the other hand' and use of ellipsis</li> <li>• Uses suitable forms with appropriate features for different text types; grammatical structure and features appropriate to the audience, purpose and degree of formality ensuring meaning is clear, creating effect.</li> </ul>
Holes	<ul style="list-style-type: none"> <li>• Identifies how punctuation is used for impact and effect</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Makes predictions based on details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
The Legend of Podkin One Ear	<ul style="list-style-type: none"> <li>• Identifies how punctuation is used for impact and effect</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Makes predictions based on details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

