



**English Progression**

**Year 6**

| <b>Yr 6</b>                          | <b>Autumn Term</b>   |  | <b>Spring Term</b>   |  | <b>Summer Term</b>   |  |
|--------------------------------------|--|--|--|--|--|--|
| <b>English unit</b>                  | Bridging unit –<br>The Nowhere<br>Emporium                                   | Biography unit   | Classic Fiction- Wizard<br>of Oz<br>Integrated Unit:<br>-Classic Fiction<br>-Formal<br>-Letters<br>-Songs and Lyrics   | Older Literature<br>Romeo and Juliet<br>-Narrative: Retelling with<br>Language from the Text<br>-Recount Letters<br>-Narrative<br>-Discussion    | Last Push Pack-<br>The 1000 Year<br>Old Boy<br>-Persuasion: Adverts<br>-Non-Chronological<br>Reports<br>-Narrative: Story<br>Endings | Last Push Pack-<br>The 1000 Year<br>Old Boy<br>-Narrative: Story<br>Endings<br>-Poems on a Theme |
| <b>Weeks</b>                         | 7 weeks  | 7 weeks 3 days   | 5 weeks  | 5 weeks 4 days   | 5 weeks 3 days   | 7 weeks  |
| <b>Unit Texts</b>                    | The Nowhere<br>Emporium by Ross<br>Mackenzie                                 | Who Was William<br>Shakespeare? by Celeste<br>Mannis<br><br>Who Was Walt Disney?<br>by Whitney Stewart<br><br>Who Was series (various<br>authors) authors)<br><br>Candlewick Biographies<br>(various authors)<br><br>Biography.com website<br><br>Ducksters.com biography<br>website | Chitty Chitty Bang Bang by<br>Ian Fleming<br><br>The Wizard of Oz by L Frank<br>Baum<br><br>Mary Poppins by PL Travers | Romeo and Juliet by<br>William Shakespeare<br>(original playscript)<br><br>Romeo and Juliet: Abridged<br>for Schools Performance by<br>KJ O'Hara | The 1000 Year Old<br>Boy by Ross Welford   | The 1000 Year Old<br>Boy by Ross Welford   |
| <b>Whole Class<br/>Reading texts</b> | Pompeii - non<br>fiction texts<br><br>Media<br>representation -<br>newspaper | Silverfin by Charlie<br>Higson<br><br>Who Let The Gods<br>Out by Maz Evans   | Rose Blanche by Ian<br>McEwan<br><br>A Little Princess by<br>Frances Hodgson<br>Burnett                                | Songs<br><br>Comprehension Texts<br>with an Assessment<br>focus  | Comprehension<br>Texts with an<br>Assessment<br>focus  | The Arrival by<br>Shaun Tan<br><br>Rosa Parks<br>Biography                                       |



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|                                    | articles   |   |  |  |   |   |
| <b>Class Novel</b>                 | Holes.<br>Louis Sachar   | The Golden Horseman of Baghdad – Saviour Pirota   | Historical book list - Lancaster and the Slave Trade   | Begin - The 1000 Year Old Boy. Ross Welford  | The Final Year<br>Matt Goodfellow   | Can You See Me?<br>Rebecca Westcott and Libby Scott |
| <b>Key Writing Skills</b>          | ing opening clauses,<br><br>simile starters,<br>manipulate sentences for effect,<br><br>blending action, dialogue and description,<br><br>relative clauses,<br><br>commas to clarify meaning | manipulate sentences to create particular effects<br><br>relative clauses.<br><br>Use devices to build cohesion between paragraphs,<br><br>Use a range of organisation and presentational devices to structure text | formal and informal language<br><br>blending action, dialogue and description<br><br>synonyms and antonyms<br><br>Use devices to build cohesion between paragraphs in narrative. | Manipulate sentences to create particular effects.<br><br>Use devices to build cohesion between paragraphs in narrative and non-fiction.<br><br>Blend action, dialogue and description within paragraphs and within sentences<br><br>Identify and use semi-colons<br><br>Complex sentences using ed openers. | Comma splicing<br><br>Colon for a list<br><br>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials<br><br>Manipulate sentences to create particular effects.<br><br>Investigate and collect a range of synonyms and antonyms<br><br>Expanded noun phrases |   |
| <b>Short writing opportunities</b> | List poem<br>Diary entry (I)<br>ADD<br>Setting description   | Response letter to job application (I)<br><br>'This is your life' page entry  | Poem<br>Short narrative (I)<br>Formal letter to Wizard of Oz<br>Advert for teacher (I)<br>Storm Chaser report (I)  | Narrative retell feud scene (I)<br>Narrative Romeo and Juliet meet<br>Letter – Juliet to Romeo<br>Letter – Friar Lawrence to Romeo (I)   | Persuasive advert<br>Persuasive advert (I)  |   |
| <b>Narrative Scaffold</b>          | Narrative based on the model text  |   |  |  |   |   |



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|--|--|----------------------------------|---|--------------------------------------|---|---|
| <b>outcome</b>                         |  |                                  |   |                                      |   |   |
| <b>Narrative Independent Outcome</b>   | Narrative based on the model text with an innovated plot structure |                                  | Story based on a text read following a suggested plot pattern, change of viewpoint – story written in first person based on scaffolded sequence of events |                                      |   | Story ending based on The 1000 Year Old Boy |
| <b>Non-Fiction Scaffold Outcome</b>    |  | Biography of William Shakespeare |   | Discussion text – Mobile phones      | Non-Chronological report – Objects of Immortality |   |
| <b>Non-Fiction Independent Outcome</b> |  | Biography of Mary Anning.        |   | Discussion text – Friar Lawrence (I) | Non-chronological report – Objects of Immortality |   |
| <b>Poetry Scaffold outcome</b>         | List poem  |                                  | Wind Poem   |                                      |   | Poem  |
| <b>Poetry Independent outcome</b>      | List poem  |                                  |   |                                      |   |   |