

### Year 6 English: Scheme of Work 2020- 21

**Rich text:** We have mapped out our rich, high quality texts across the Primary Phase which are taught through Destination Reader and used in writing lessons. These link to our Connected Curriculum, where possible, however our priority is having a range of high quality texts so sometimes they do not have a link in a direct way.

**Destination Reader:** This is our approach to Reading, fitting in with our rich texts we have mapped out for the year. DR is an approach that involves daily lessons incorporating whole class modelling, partner work and independent reading to deliver structured daily lessons in KS2. This approach fully meets the National Curriculum and also focuses on developing learning behaviours that uplevel children's discussions.

**Edison Statements:** These are the assessment statements, linked to the coverage of the National Curriculum, provided by Edison Learning.

**Fiction writing:** Writing pieces they will do based on the skills taught and the text they are studying. These are aimed to be choice-driven where possible, allowing the children to understand that their writing skills are transferrable and connected as well as giving them some creative control of the pieces they write.

**Connected Curriculum writing:** Writing pieces linked to the Connected Curriculum topic and a text where possible. Throughout the year there should be evidence of pieces of writing linked to each Foundation subject.

**Sounds-Write:** Sounds-Write is a quality first phonics programme we use at Cavendish from EYFS- Year 6. It is a systematic approach to teaching children to read and spell. It begins with Initial Code, moving onto Extended Code then finishing with Polysyllabic words.

Year 6 Term 1 (Autumn)							
Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Destination Reader Focus	Assessment and transition	Inferring	Clarifying	Summarising	Predicting	Questioning	Evaluating
Edison Statements	<u>Vocabulary, grammar and punctuation:</u> <b>6C14:</b> Use powerful verbs effectively to add tension and to deepen readers' understanding. <b>6F11:</b> Use key words to explain the grammar in their own writing: synonym. <u>Composition:</u> <b>6C4:</b> Write dialogue that shows the relationship between characters <u>Transcription:</u> <b>6F4:</b> Use a dictionary to check the spelling and meaning of words		SATS Baseline assessments	<u>Vocabulary, grammar and punctuation:</u> <b>5F13:</b> Use brackets, dashes or commas to show where additional information has been added to a text <u>Composition:</u> <b>5F7:</b> Use relative clauses (e.g. beginning with who, which, where, when) in my writing <u>Transcription:</u> <b>6F4:</b> Use a dictionary to check the spelling and meaning of words		<u>Vocabulary, grammar and punctuation:</u> <b>6F10:</b> Use a thesaurus to find alternative words <b>6C14:</b> Use powerful verbs effectively to add tension and to deepen readers' understanding <u>Composition:</u> <b>6C3:</b> Develop initial ideas, drawing on reading and research where necessary <b>6C4:</b> Write dialogue that shows the relationship between characters <b>6C5:</b> Write characters that are consistent and distinctive from one another <u>Transcription:</u> <b>6F4:</b> Use a dictionary to check the spelling and meaning of words	
Fiction Writing	<ul style="list-style-type: none"> <li>Transition letter to teacher.</li> <li>Free write based on Kipling. Dialogue based on class text.</li> </ul>		<ul style="list-style-type: none"> <li>SATS baseline assessments</li> </ul>	<ul style="list-style-type: none"> <li>Non chronological reports</li> </ul>		<ul style="list-style-type: none"> <li>Historical story writing based on class text.</li> </ul>	
Connected Curriculum Writing			<ul style="list-style-type: none"> <li>Write up of Best Beak scientific investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Non chronological report on the Galapagos Islands.</li> </ul>	<ul style="list-style-type: none"> <li>Non chronological report on country of choice encompassing Geography objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Writing about a fictitious crossbreed.</li> </ul>	
Sounds-Write Focus	Extended Code Unit 1- /ae/ First Spellings	Extended Code Unit 2- /ee/ First Spellings	Extended Code Unit 3- Spelling <ea>	Extended Code Unit 4- /oe/ First Spellings	Extended Code Unit 5- Spelling <o>	Extended Code Unit 6- /er/ First Spellings	Extended Code Unit 7- /e/

English Yearly Plan

2020 - 2021

Mastery Approach

Year 6