



## The Year 6 Learner

### Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of writing styles (genres). Teachers follow the Talk for Writing approach, which means that children will firstly be taught to read and understand the text using high quality examples, then practise the skills of the style of writing, including grammar (imitation) and then apply it into their own writing (invention).

The Primary National Curriculum statements will be taught through the modules below.

### Y6 English Coverage

The Year 6 English curriculum consists of the following modules.

#### **Fiction:**

<b>Module</b>	<b>Written/ Spoken Outcomes</b>
<b>Fiction Genres</b>	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).
<b>Narrative workshop: review key narrative techniques e.g. creating settings, characterisation, atmosphere</b>	A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.

#### **Non-Fiction:**

<b>Module</b>	<b>Written/ Spoken Outcomes</b>
<b>Explanation</b>	Links to science - 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.
<b>Recount</b>	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.
<b>Report</b>	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
<b>Persuasion</b>	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.
<b>Discussion</b>	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.
<b>Debating Skills</b>	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views

**Poetry:**

<b>Module</b>	<b>Written/ Spoken Outcomes</b>
<b>Vocabulary building</b>	Read, write and perform free verse (termly).
<b>Cinquains</b>	Read and respond to cinquains. Experiment with writing their own.
<b>Spoken word poetry/ rap</b>	Listen to, read and respond to rap. Experiment with writing their own.
<b>Take one poet – poetry appreciation</b>	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.

**Key poets/authors your children will encounter are:**

- ❖ Michael Morpurgo
- ❖ Chris Van Allsburg
- ❖ Benjamin Zephaniah
- ❖ Walter de la Mare
- ❖ Anthony Horowitz
- ❖ David Wiesner
- ❖ David Almond
- ❖ Malorie Blackman
- ❖ Roald Dahl
- ❖ Michael Foreman
- ❖ Carol Ann Duffy

**Recommended reading list (a variety is best):****Fantasy:**

- ❖ Artemis Fowl – Eoin Colfer
- ❖ Coraline – Neil Gaiman
- ❖ The Spiderwick Chronicles – Lynne Reid Banks
- ❖ Goblins series – Philip Reeve
- ❖ The Amulet of Samarkand – Jonathon Stroud
- ❖ The Hobbit – J.R.R. Tolkien

**Science Fiction:**

- ❖ Double Identity – Margaret Peterson Haddix
- ❖ Maphead – Lesley Howarth
- ❖ The Giver – Lois Lowry
- ❖ Timesnatch – Robert Swindells
- ❖ Hydra – Robert Swindells

**Chilling Stories:**

- ❖ Horowitz Horror – Anthony Horowitz
- ❖ Breathe – Cliff McNish
- ❖ Tales from the Tunnel's Mouth – Chris Priestley
- ❖ Tales of Terror From the Black Ship – Chris Priestley

### **Real life:**

- ❖ Pig Heart Boy – Malorie Blackman (science/ethics)
- ❖ Running on Cracks – Julia Donaldson (running from home – mature themes)
- ❖ Step By Wicked Step – Anne Fine (step parenting)
- ❖ Hangman - Julia Jarman (bullying)
- ❖ Wonder – R.J. Palacio (appearance)

### **Adventure:**

- ❖ Ruby Holler – Sharon Creech
- ❖ Danny: the champion of the world – Roald Dahl
- ❖ Stormbreaker – Anthony Horowitz
- ❖ The Devil and his Boy – Anthony Horowitz
- ❖ Journey to the River Sea – Eva Ibbotson
- ❖ Outlaw: the Legend of Robin Hood – Tony Lee
- ❖ Varjak Paw – S. F. Said
- ❖ Wonderstruck – Brian Selznick

### **War:**

- ❖ Warboy – Michael Foreman
- ❖ Once/Now/Then/After – Morris Gleitzman
- ❖ Goodnight, Mr Tom – Michelle Magorian
- ❖ War Horse – Michael Morpurgo
- ❖ Carrie's War – Nina Bawden
- ❖ Doodlebug Summer – Alison Price
- ❖ Soldier Dog – Sam Angus

### **Narrative Workshop:**

- ❖ Journey – Aaron Becker
- ❖ The Wolves in the Walls – Neil Gaiman Illus. by Dave McKean
- ❖ Wolves – Emily Gravett
- ❖ Way home – Libby Hathorn
- ❖ Beware, Beware – Susan Hill
- ❖ Tales from Outer Suburbia – Shaun Tan
- ❖ Eric – Shaun Tan
- ❖ The Lost Thing – Shaun Tan (book and animation)
- ❖ The Tower to the Sun – Colin Thompson
- ❖ Mr William Shakespeare's plays – Marcia Williams

## **Curriculum Content**

### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.
- They will prepare work orally, through drama and role play, discussing, rehearsing and recording their ideas.

### **Reading**

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

Word reading will not be directly taught, except where individuals need support. Instead, children will be encouraged to work out unfamiliar words that they meet. They should use their knowledge of word roots and word families to help them to understand new words. Children will be taught key

comprehension skills to enable them to read, understand and enjoy a wide range of books. Year 6 will have the opportunity to read and discuss a wider range of fiction, poetry, plays and non-fiction. They will, for example:

- Identify and discuss themes and conventions across a wide range of writing
- Predict what may happen based on evidence and clues given
- Give responses to texts and recommend books to peers, giving reasons for views and choices
- Use clues from the text to work out characters' feeling, actions or motives and give evidence to back their conclusions
  
- Discuss and evaluate how authors use language (including figurative language) and consider the impact on the reader.
- Compare different texts

We are able to provide you with lists of age appropriate texts to support the learning - please refer to these pages on the internet (or click the links if you are reading this electronically)  
<http://www.theguardian.com/books/childrens-books-8-12-years>

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will continue to practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

**Handwriting:** Pupils will be taught cursive handwriting in order to increase speed, fluency and legibility.

**Composition (structure):** This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features with confidence
- Refine their grammar and vocabulary to further develop the effectiveness of their writing
- Use a wider range of techniques to build detail into their writing and ensure it flows smoothly throughout the sections of a piece.
- Build on their understanding of the differences between Standard and non-Standard English, and will also focus on how to achieve different levels of formality in their spoken and written language.
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 6 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

For further information, please refer to [Primary National Curriculum document](#) or click the link if you are reading this electronically.